

INSPECTION REPORT

BLUE GATE FIELDS JUNIOR SCHOOL

London

LEA area: Tower Hamlets

Unique reference number: 100895

Headteacher: Kathy Halpenny

Reporting inspector: Mr J Earish
23216

Dates of inspection: 3rd – 7th July 2000

Inspection number: 198363

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	King David Lane Wapping London
Postcode:	E1 OEH
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Appropriate authority:	Governing Body
Name of chair of governors:	Robert Oakley
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
J Earish	<i>Registered inspector</i>	Information technology.	What sort of school is it? The school's results and pupils achievements; How well is the school led and managed? What should the school do to improve further?
D Willson	<i>Lay inspector</i>		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?
H Galley	<i>Team inspector</i>	English as an additional language.	
G Jones	<i>Team inspector</i>	Science; Art; Religious education; Physical education.	How well are pupils taught?
P Lowe	<i>Team inspector</i>	English; Design and technology; Music; Special educational needs.	Assessment.
G Plummer	<i>Team inspector</i>	Mathematics; Geography; History; Equal opportunities.	How good are curricular and other opportunities offered to pupils?

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Blue Gate Fields Junior School is situated in the Shadwell ward of the London Borough of Tower Hamlets. Currently there are 329 pupils on roll almost all of whom come from the Bangladeshi community. Ninety nine per cent of pupils have English as an additional language, which is very high. Three quarters have been identified as being at an early stage of English fluency. The vast majority of the pupils live in public sector housing within the immediate locality. Many live in over crowded accommodation. There is high unemployment amongst the parents and over three quarters of the pupils are entitled to free school meals. This is well above the national average. At present there are 153 pupils on the special educational needs register, which is well above the national average. Six pupils have full statements, and this is broadly in line with national figures. Attainment on entry to the school varies widely from year to year, but is below average overall.

HOW GOOD THE SCHOOL IS

This is a rapidly developing school. There is purposeful leadership and a clear drive for school improvement. Teaching is good, and standards have improved considerably and are now satisfactory in English, mathematics and science. Standards in information technology are good. The commitment of governors and staff, and the pupils' enthusiasm for learning creates a very positive atmosphere. The school provides good value for money.

WHAT THE SCHOOL DOES WELL

- Standards in information technology are good.
- Pupils make good progress in lessons, and those with English as an additional language make very good progress. Pupils with special educational needs make good progress.
- The school is well led by a hardworking and committed headteacher, senior management team, and governing body, which underpins the school's drive for improvement.
- The school successfully encourages the very good attitudes, good behaviour and personal development of all its pupils.
- The provision for teaching literacy, numeracy and information technology across all subjects has a significant effect on raising standards.
- Teaching is good or better in 85 per cent of lessons.
- The school is effective in providing for pupils' spiritual, moral, social and cultural development.

WHAT COULD BE IMPROVED

- The attraction and retention of teachers.
- Timetable allocations.
- Opportunities for some subject co-ordinators to monitor the quality of teaching and learning.
- Pupils' attendance and punctuality.
- The school prospectus and governors' annual report to parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. Since then, there has been very good improvement. Standards have improved considerably in English, mathematics, science and information technology. The quality of teaching has also improved significantly. Other positive aspects of the school's work have been sustained. The level of support for the majority of pupils who have English as an additional language has also improved. This was considered insufficient at the last inspection. There is now purposeful leadership from the headteacher and the senior managers, and all now strive to achieve high standards in all things. Nearly all the issues identified by that inspection have been successfully addressed. The exceptions are ensuring that all statutory requirements are met with reference to the governors' annual report to parents and the prospectus.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E*	E	E*	E
mathematics	E*	E*	E*	E
science	E*	E*	E*	E

Key	
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>
<i>very low</i>	<i>E*</i>

This information shows that, in 1999, standards in English, mathematics and science were well below average when compared with those of similar schools, and very low when compared to the national average. These results are in the bottom 5 per cent nationally. However, the trend in the average points scored by pupils in all three subjects was broadly in line with the national trend.

The standards of work seen are average in English, mathematics, and sciences. This shows a significant improvement on the findings of the previous inspection and on the National Test scores for the last three years. The school's published targets for 2000 have been achieved and exceeded in all three subjects. In information technology standards are above average. In religious education pupils' attainment matches the requirements of the local Agreed Syllabus. The results in the national tests for 2000, suggest that standards have improved dramatically and are now broadly in line with the national average in all three subjects, although national comparative figures are not yet available.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are happy to come to school and are eager to learn.
Behaviour, in and out of classrooms	Good. Pupils behave well in classrooms and around the school.
Personal development and relationships	Good. Pupils grow in an atmosphere which supports, encourages and values them as individuals.
Attendance	Attendance last year was below the national average, despite concerted efforts by all at the school to improve these figures. Punctuality is poor.

Pupils' attitudes to learning are very good and these have a positive effect on both the quality of the education and the standards achieved. The headteacher and governors are working hard to improve attendance and punctuality, and data is regularly analysed to identify trends. Below average attendance is largely due to a high rate of absence during religious festivals and extended holidays taken during the school terms.

TEACHING AND LEARNING

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

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

The quality of teaching is good. It is good or better in 85 per cent of lessons and satisfactory or better in just over 95 per cent of lessons. Three per cent of lessons were judged as excellent and 4 per cent of lessons were judged as unsatisfactory. Teaching is good in English, mathematics and science. The school's emphasis on teaching literacy, numeracy and information technology in all subjects has the effect of raising standards. Particular attention is paid to developing pupils' thinking and understanding, so that they learn to analyse, evaluate and reach their own conclusions. Teachers monitor pupils' progress carefully, and are skilled at providing for the individual needs of all pupils, including those with special educational needs and those with English as an additional language. Unsatisfactory teaching resulted from unsatisfactory planning in some physical education lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the learning opportunities provided for pupils is good.
Provision for pupils with special educational needs	Provision is very good.
Provision for pupils with English as an additional language	Very good. It has improved significantly since the last inspection.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good.
How well the school cares for its pupils	The school cares for its pupils well within a safe environment. Procedures for monitoring and supporting pupils' progress are very good.

The new governing body has recognised there is a need to investigate new ways in which the school can further improve communication with parents. The provision for developing literacy, numeracy and information technology skills across subjects are very effective. However, the overly complex structure of the school's timetable results in insufficient blocks of time being allocated to religious education and some of the foundation subjects including geography.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher manages the school well and provides clear educational direction.
How well the governors fulfil their responsibilities	The new governing body is knowledgeable and active in supporting the school.
The school's evaluation of its performance	Staff and governors are very good at critically appraising their work and in seeking ways to improve.
The strategic use of resources	Good.

The headteacher and governors share a clear view of the future development of the school and work in close partnership. The commitment of the chair of governors is considerable. Very good improvements have been made in the quality of information technology equipment. Governors are experiencing problems in attracting and retaining permanent staff in common with other neighbouring inner city schools.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children work hard and achieve their best.• Children like school and make good progress.• Parents are happy to approach the school with questions or problems.• Teaching and behaviour are good.• The school is well lead and managed.	<ul style="list-style-type: none">• The amount of homework.• Information about their child's progress.• The school working closely with parents.

Inspectors' judgements endorse parents' positive views. Overall, the school has a good partnership with parents, and the school is already examining new ways to improve written communication. Consultation evenings are held each term to discuss their children's progress and parents feel able to consult their child's teacher at any other time should they need to do so. Homework makes a contribution to pupils' learning and helps promote home/school partnership. There is a clear timetable for homework and tasks were set in many lessons during the inspection.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school's results in the 1999 National Curriculum tests for 11 year olds showed that the proportion of pupils achieving the national target of Level 4 in English was well below average, and in mathematics and science it was very low. The proportion achieving the higher Level 5 was below average in English and science and well below in mathematics. When these results are compared with those of similar schools, with a similar proportion of pupils eligible for free school meals, standards in 1999 were well below average in all three subjects. Attainment on entry to the school is improving and is now below average.

2. By the age of 11 years standards seen in English, mathematics, and sciences are now average. In information technology standards are above average. In religious education pupils' attainment matches the requirements of the local Agreed Syllabus. The school's published targets for 2000 have been met or exceeded in English, mathematics and science. The results in the national tests for 2000, suggest that standards have improved dramatically and are now broadly in line with the national average in all three subjects, although national comparative figures are not yet available. At the time of the previous inspection standards were described as below average in English and science and well below in mathematics. Standards in information technology were below national expectations, and attainment in religious education was satisfactory. Standards at Key Stage 2 have therefore risen in English, mathematics, science and information technology. Standards in religious education have been sustained.

3. Improvements have been achieved though:

- Better allocation of time to the subjects.
- Well constructed scheme of works.
- Well-structured lessons.
- Good teaching and high expectations.
- Grouping pupils by prior attainment for mathematics and English.
- Regular opportunities to revise work and practice with test papers.

4. The majority of pupils in Key Stage 2 make good progress in all aspects of literacy. Pupils listen carefully and are keen to take turns when reading. The positive learning ethos, the pupils' very good attitudes to school and the good relationships that prevail, all contribute to building pupils' confidence to express their ideas, knowing that they will be valued and respected. The strong emphasis on oral work consolidates and sharpens pupils' speaking and language skills. Pupils try very hard to use vocabulary appropriate to the occasion, and by Year 6 the majority participate in discussions, and express themselves satisfactorily. By the end of the key stage, standards in reading are broadly in line with the national average with a minority exceeding this standard. Most read accurately, and by Year 6, talk knowledgeably about what they are reading with reference to aspects of style or structure of text to support their view. Standards in writing are now in line with the national average. Each class has guided writing lessons, in addition to the literacy hour and this has successfully raised standards. By the end of the key stage pupils can write persuasive arguments that are organised into paragraphs, with reasoning/linking connectives, and they use evidence well to persuade their readers. They majority write confidently and choose words with great care.

5. Pupils' skill in using and manipulating numbers improves at a good rate as they progress through Key Stage 2. By Year 6, pupils are able to apply their knowledge of basic algebra to predict patterns and derive general formulae. Most pupils have a firm understanding of place value to four figures and are able to use the four rules of number accurately. Higher-attaining pupils use number facts and their knowledge of place value for four digit numbers to mentally add in thousands. Pupils add fractions, recognise equivalent fractions and convert improper fractions to mixed ones accurately. The important skill of estimation is also well developed throughout the key stage, as pupils learn to make sensible estimates of length, weight and capacity. By the time they are at the end of the key stage the majority of pupils are in line with national expectations. A third of the pupils are working at a higher level.

6. In addition to skills in numeracy and literacy, pupils' skills in information technology help them to make good progress in science throughout Key Stage 2. Pupils of all ages and abilities are able to conduct a fair test, offer hypotheses and draw simple conclusions from their work. Older pupils in particular have a good understanding of the principles of fair testing. By the time they are at the end of the key stage, the majority of pupils in Year 6 are working at the appropriate level, with a number in each class working at a higher level.

7. At the time of the last inspection teachers did not have 'sufficient knowledge about information technology for it be taught effectively', and there were insufficient computers of good quality. Consequently, pupils did not experience the breadth of the National Curriculum programmes of study and their ability to build soundly on skill, knowledge and understanding was reduced. Pupils are now making rapid progress. The majority of pupils develop their word processing skills very well. Pupils know many of the functions of commercial word processing programs, and confidently demonstrate the use of the spell checker and short cuts. Pupils successfully use instructions or procedures to control floor robots or icons on the screen. They handle data well and produce block graph and pie charts. There were several examples during the inspection of pupils completing all of their lessons on the computer screen. For example, following an introduction by the co-ordinator, a group of Year 4 pupils were able to draw the lines of symmetry for a number of two dimensional shapes. At no time during the lesson did the pupils use pencils, mirrors or drawing instrument. There are good links with other subjects including English, mathematics, art, science and history.

8. Most pupils make good progress in the majority of subjects. The good quality of teaching is a significant factor in sustaining this across the school, as is the system for setting targets and tracking personal and academic achievement. Pupils' very good attitudes also play an important part. The school has recently started identifying more able pupils and has begun to make additional provision for them within lessons. There are good examples of this, for example, in English and mathematics where work is well designed for their particular needs. This is also contributing to the good progress that most pupils are making.

9. Pupils with special educational needs make good progress against their prior attainment across all key stages. Good individual education plans are in place for pupils who need them, and they are regularly reviewed. The inclusion of these pupils in the literacy and numeracy hours is ensuring good progress since work is set to meet their needs, and they are given appropriate adult support. The good behaviour management of pupils, and the very good use of praise and encouragement by teachers, ensure that pupils make good progress in personal and social development.

10. Pupils with English as an additional language are very well supported and make very good progress. A skilled team of bilingual and classroom support assistants further enhances the quality of pupils' learning.

11. Pupils' good progress is being sustained by the introduction of grouping according to prior attainment for teaching in English and mathematics. Teachers are producing well-structured lessons plans to challenge all pupils within these groups. Pupils have regular opportunities to revise their work and practice past test papers. Older pupils are informed of the National Curriculum level statements to help them identify what they need to learn. Extra mathematics teaching is provided through the 'catch-up' programme designed to help pupils address areas of mathematical knowledge they have missed through absence or have not understood. The arrangements for testing pupils regularly in all years in English, mathematics and science also provide a very sound basis for tracking pupil achievement and setting individual targets for improvement. All of these strategies have been instrumental in raising achievement throughout the school and in substantially raising results in the national tests.

Pupils' attitudes, values and personal development

12. The school continues to be a calm and orderly environment where pupils' attitudes and behaviour make a positive contribution to their learning, and are a significant factor in their improved levels of attainment. Overall, the attitude of pupils towards their learning is very good. Their response, in over four fifths of lessons is at least good and of these, in nearly two fifths of lessons it is very good and sometimes excellent. In only one lesson was it unsatisfactory. Pupils enjoy coming to school, settle quickly to their work and are eager to learn. They respond very well to challenging opportunities for learning and show great interest in their activities, both inside and outside the classroom. For example, pupils in a Year 3 mathematics lesson understood the difference between lesson objectives and personal learning targets. By the end of the lesson, the majority had a clear understanding of what they could achieve and what they still needed to do. Pupils listen well to their teachers and sustain concentration across all areas of the curriculum. The great majority of pupils respond very well to questions and express themselves in a confident and sensible manner. However, some pupils, particularly girls, are not so at ease when asked to contribute to class discussions.

13. Behaviour is good overall and is often very good. Pupils are polite and courteous towards adults and usually towards each other. They always move around the building in a sensible manner, and show respect for property. This is evident in the lack of graffiti, the good condition of displays, and the care of equipment and materials. Pupils usually respond positively to the high expectations of good behaviour which are implemented consistently by all staff. During lunchtimes, pupils display very good behaviour in the dining hall. During lessons that offer high levels of structure, for example literacy and numeracy activities, pupils' behaviour is very good. However, in physical education where lessons are less structured, behaviour is not as good, and in three of these lessons behaviour was found to be unsatisfactory. Behaviour in the playground is good overall but there are occasions when some pupils become too boisterous, and minor disagreements occur. However, pupils have a very good understanding of the impact of their actions on others and respond very well to discussions on resolving differences. An example of this was seen during the inspection, where a disagreement during a lunchtime break was fully discussed and resolved at a 'circle time' following the afternoon registration. No incidents of oppressive behaviour were seen during the inspection. There have been no exclusions during the past year.

14. Relationships between adults and pupils are very good. Relationships between pupils are good overall. The majority of pupils are able to work collaboratively and co-operatively when asked to do so. Whilst these relationships are generally very good, there are occasions when the relationships are not as positive, particularly during physical education lessons when boys and girls are not as keen to work together.
15. Visitors to the school are made to feel very welcome. Pupils are friendly and open, and were happy to talk to members of the inspection team about their work and their time at school. During a Year 6 religious education lesson, pupils were seen to show high levels of respect for religions other than their own.
16. Pupils make a satisfactory response to opportunities provided for them for their personal development, which at present are rather limited. They are happy to take on responsibilities in the classroom, and other jobs around the school, such as returning registers and monies to the school office. Pupils are aware of the strengths and weaknesses in their work and take a full part in setting their individual targets for improvement.
17. Attendance is unsatisfactory. Since the last inspection, attendance had improved until this academic year, where it has fallen to 94 per cent. Unauthorised absence has risen to 1.1 per cent. The main reasons for the increase in absences were largely due to: a higher than average absence rate during the time of religious festivals; pupils who had left the area without informing the school and were therefore still on the school register; and extended holidays taken during the school terms. Punctuality at the school is poor. One morning during the inspection, nearly half of the pupils were observed coming through the school gate between 9.00am and 9.15am. Pupils' unsatisfactory attendance, particularly through extended holidays taken during term time, and the lateness of pupils, have a detrimental effect on their education, since they cannot make regular, uninterrupted progress in their work.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching throughout the school is good. It is good or better in 85 per cent of lessons and satisfactory or better in just over 95 per cent of lessons. Three per cent of lessons were judged as excellent and 4 per cent of lessons were judged as unsatisfactory. This is a very significant improvement since the last inspection.
19. Improvements have been achieved through:
- the effective adoption of the literacy and numeracy strategies;
 - the links that teachers have made between planning for these strategies and planning for other lessons;
 - well targeted support for teachers;
 - monitoring of teaching, through direct observation, by the headteacher and deputy;
 - intervening checks by outside agencies on the quality of teaching.

20. The previous inspection noted weaknesses in the subject knowledge of some teachers coupled with a lack of understanding and knowledge of the National Curriculum. This resulted in a lack of challenge, as teachers were preparing work which was not always appropriate to the range of abilities within their classes. Equally, it noted strengths in the teaching of art and music, taught by specialists and the subject knowledge that many teachers had in literacy and numeracy. The pace of lessons was usually crisp and classroom management was effective.

21. Currently, a strong feature of teaching is the consistent quality of literacy and numeracy lessons across the school. The teaching of these subjects is never less than good and often very good. Teachers prepare work thoroughly and have a very good knowledge of the recommendations of both strategies. This results in effective and challenging lessons, with work that is appropriately matched to the abilities of individual pupils. Pupils make good progress in lessons and over time in both subjects.

22. The teaching of pupils with special educational needs is good and often very good. Planning ensures that work is well structured to pupils' needs. Individual education plans are very effective in ensuring that individual needs are met, whilst enabling pupils to have full access to the curriculum. These plans contain clear targets, which are regularly reviewed and are implemented well by teachers and learning support assistants. They provide an appropriate blend of challenge and support. Trained learning support assistants are very effective in enabling pupils to make good progress.

23. There has been a significant improvement in the teaching of pupils with English as an additional language. Throughout the school, teachers' speech is a good role model for pupils and teachers insist on good speaking skills from pupils when addressing the class. A skilled team of bilingual and classroom support assistants enhance the quality of pupils' learning. These assistants are extremely well briefed by the teachers, who make clear the learning objectives of the lesson. Assistants have a warm rapport with their pupils and support them sensitively during lessons.

24. Teachers have very good subject knowledge which extends to all areas of the curriculum, although some teachers have weaknesses in physical education. However, the school has been unable to attract and retain a permanent co-ordinator to offer support and guidance in this subject. Subject co-ordinators help and guide other teachers well. For example, the specialist teacher for information and communication technology is very knowledgeable and she is using her expertise and skills to support and develop the expertise of other staff. The teacher of music is, once again, a specialist, who takes lessons throughout the school and shows very good levels of subject knowledge. The art and dance teachers all show good levels of expertise in their specialised areas of work. To its credit, the school has made a point of placing class teachers to work alongside specialists so that they can watch them at work and learn from the experiences. This is a very valuable form of training, and is raising the level of skill throughout the school. This in turn is having a direct effect on the quality of teaching and learning in these subjects.

25. There is a clear focus on the teaching of basic skills in all subjects, which is good in the majority of lessons. In an excellent mathematics lesson in Year 3, the teacher, through the use of challenging questions and the use of the correct mathematical vocabulary, was able to teach the skills of subtraction using a partitioning strategy. Pupils were able to follow the clear step-by-step instructions, and were challenged to solve a range of problems that were appropriately

matched to their individual abilities. This resulted in very good learning and pupils of all abilities made very good progress. However, the teaching of basic skills in some physical education lessons is not well founded, and is closely linked to the lack of subject knowledge of some teachers and the lack of a co-ordinator to offer advice and support.

26. Planning is now a strength of teaching. The format of the literacy and numeracy strategies has been used as a model for planning. This has given many teachers the support and impetus they needed to improve their teaching from satisfactory to good. A literacy lesson in Year 5 showed excellent planning. Its details were precise, showed a complete knowledge of the literacy strategy and gave clear details not only of each section of the lesson, but also of the different activities which pupils would be carrying out. As a result, pupils were actively involved from the first moments of the lesson and gave 100 per cent of their efforts to making progress in their learning...and they did!

27. In a great many lessons, where the quality of teaching was very good, an outstanding feature was the challenging activities for pupils of all abilities. Teachers expect pupils to work hard and behave well. They are seldom disappointed in these expectations. At the same time, teachers set challenges for different ability groups, making good use of what they know about the individuals in their classes. In a Year 6 mathematics lesson the teacher adjusted and extended the challenge at the beginning of the lesson, making questions progressively more difficult. The challenging problems allowed pupils to extend their learning beyond what would normally be expected of pupils of this age. Improvements in this area of the teaching show a good response to the criticisms made in the last inspection report. These initiatives are having a direct effect of the quality of teaching and learning across the school.

28. Teachers make good use of a range of methods in order to attract pupils to learning, maintain their interests and extend their understanding. They do this effectively. In a Year 6 music lesson the specialist teacher, supported well by the class teacher, provided a wide range of activities and employed an equally wide range of strategies and methods of teaching. Pupils discussed the death scene in *Romeo and Juliet*. They experimented and improvised effects on untuned percussion. They practised and recorded their work. This variety of approaches and use of a wide range of teaching strategies kept pupils motivated and fully involved in their work; it has a very positive effect on the progress they pupils make in lessons.

29. The management of pupils in the vast majority of lessons is very good, and is a strength of teaching. In Year 6 it was consistently very good, while in Year 3 it was noted as excellent in two lessons. In Year 4 and 5 it was good overall. In a Year 5 science lesson, in which pupils were discussing the classification of organisms, the teacher had planned the lesson very well and had clear expectations of what she wanted pupils to achieve. The lesson required pupils to start work as a whole class, incorporating a support teacher for one or two pupils for whom spoken and written English was causing problems. The class then broke into groups, which were very well managed, having their own work with extension activities. The teacher moved around the groups continuously giving advice, asking questions and carrying out on-going assessments of what pupils could do and understand. The maximum time was spent on the tasks, with no time lost through bad behaviour or because pupils did not understand what they had to do. This in turn resulted in pupils making good progress, with the higher attaining pupils making very good progress.

30. The school possesses very good resources in a number of areas and makes good use of them. High on the list of resources is the computer facility in the school. There is a well-designed computer suite, which is well equipped with very good quality computers. This provision is very well used by teachers to develop pupils' information technology skills and to enhance the use of computers in other areas of the curriculum, such as mathematics, English, science, art, and history. For example, in a Year 5 mathematics lessons the pupils were challenged to discover the lines of symmetry for a number of regular and irregular two dimensional shapes. The teacher had planned the lesson so that all work was done on screen. Pupils were able to draw the shapes, discover where the lines of reflection should be, tested their ideas and record the results. This very good use of information technology resources captured the imagination of the pupils, and enabled them to make good progress not only in mathematics but also with the information technology skills.

31. Marking, which was noted as being thorough at the last inspection, continues to be so. Teachers take time and trouble with their marking and try to point to how pupils can improve their work. At the same time they make good use of classroom opportunities to assess the quality of work during lessons in order to 'fine-tune' their teaching and lesson content. Often, these insights help the teacher to remedy misunderstandings or extend what has already been learnt. However, the links between what teachers find out through their informal assessments are not regularly noted down on daily planning statements, so that they might remember them and make good use of them to adjust the following lessons, based on the information they have discovered. This is a slightly weaker element of strong teaching.

32. Homework was noted at the last inspection as being 'effective'. This is still the case. Homework does make a positive contribution to pupils' learning and helps promote home/school relations. There is a clear timetable for homework and this was noted in many lesson observations. In a Year 5 literacy lesson, different groups of pupils have different reading tasks and are required to note, through their reading, what is different about life in other countries based on their reading. Following a science lesson in Year 3, pupils are asked to find how many examples they can find out at home to illustrate the words translucent, transparent and opaque, thus extending not only their scientific knowledge, but their use of vocabulary.

33. The headteacher has been a driving force behind the quest for better teaching throughout the school and it is just reward that teaching has improved so much. It is equally important to note that the biggest improvements have been seen in the teaching of literacy, numeracy, science and information technology. As a direct result of this, standards have risen in all four areas. The task ahead, is to endeavour to replicate this improvement in other foundation subjects such as physical education. The success of this strategy will be directly linked to the ability of the school to attract and retain full time specialist members of staff.

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

34. Overall the quality and range of the learning opportunities provided for pupils is good. In the last inspection report, the curriculum was judged to be broad but lacking in balance. Schemes of work were not in place for all subjects and insufficient attention was paid to appropriate expectations for pupil attainment in each year group. These were key issues. The curriculum is now broad and balanced.

35. There is good coverage of English, mathematics, science and information technology. The priority given to these subjects has substantially raised standards. The national literacy and numeracy strategies adopted by the school are being very successfully implemented. Teachers are highly effective in developing the pupils' basic skills which is supported by the improvements in this year's national tests for 11 year olds.

36. Whilst all subjects delivered meet statutory requirements, the overly complex structure of the school's timetable results in insufficient blocks of time being allocated to religious education and some of the foundation subjects, including geography. Teachers do not always have sufficient time to develop the appropriate range of skills and understanding. Also, the school has sensibly employed instructors¹ to cover some areas of the curriculum for which there are no permanent members of staff. Provision in these areas is good, but this leads to further fragmentation of the weekly timetable. Schemes of work have now been adopted for all subjects denoting significant improvement since the last inspection. These help teachers to plan well in year groups ensuring consistency in learning within years.

37. The school's provision for equality of access and opportunity for all its pupils is good. A positive aspect is the encouragement of mixed football and the high level of inclusion of pupils with learning and language difficulties.

38. The provision for pupils with special educational needs is very good. The school provides a broad range of opportunities, which meet the aptitudes, interests, and particular requirements of pupils with special educational needs. It has effective strategies for teaching the basic skills of literacy and numeracy. Classroom provision is organised to meet the needs of pupils with special educational needs.

39. Provision for personal and social education, including health education is satisfactory. A local policewoman delivers drug's education to Year 6. Health and hygiene is taught within in the science curriculum and pupils' health is promoted through the Breakfast Club. Sex Education is not taught.

40. At the time of the last inspection report there was no provision for extra-curricular activities. Currently, provision is satisfactory. Access to a wide range of activities is significantly enhancing the curriculum for pupils. Activities include science and computer clubs, recorders, dance and singing. Additionally, there are plenty of sporting opportunities including skills coaching in football, cricket, climbing and canoeing. These activities are effective in broadening pupils' interests and in raising their attainment.

41. The school also makes good use of resources in the community to support pupils' learning. Visits are made to a range of museums including the British Museum and the National Portrait Gallery. These visits support the development of pupils' historical, geographical and cultural knowledge and understanding. Year 6 pupils visit to the Newspaper Education Trust enabled them to have the opportunity to develop their information technology skills to a high level. The local area is also used effectively is as a stimulus for geographical and environmental issues. Good use is made of the outdoor pursuit facilities at Shadwell Basin to enhance pupils self esteem. Drama and music workshops attended by the pupils provide links with professional bodies such as the Guildhall School of Music and the English Shakespeare Company. These links extend pupils' knowledge and make a very positive contribution to the school's broad curriculum.

¹ Adults who have specialized knowledge but are not qualified teachers.

42. Relationships with partner institutions are satisfactory overall. There are very good links with the feeder infant school and a highly constructive relationship has been developed. Links in curriculum development are also planned. Plans have also been made to link up with the local cluster group of schools for a joint information technology initiative. Links with local secondary schools are not well developed. Year 6 pupils visit their future schools. Girls go to the local all girls' school, but there is little contact with the local all boys' school. Year 5 pupils attend the Guildhall School of Music workshop, which is held at a local secondary school.
43. The school makes good provision for the promotion of the personal development of pupils. Since the last inspection in the school's promotion of pupils' cultural development has improved from satisfactory to good.
44. Provision for pupils' spiritual development is good. It was judged to be good in the last report. Assemblies provide pupils with the opportunity to listen to music from their own culture. Singing is used to express emotions and to celebrate. Pupils sing in their own language of the joy and happiness of spring and winter and in English of 'let me be me', the underlying theme being tolerance of difference, 'if you let me be me I'll let you be you'. Prayers relate to special missions such as that of the Prophet Mohammed and to God. Year 4 pupils know about the story of Jesus and the importance of Christmas to Christians. Moments of silent reflection take place daily where pupils are invited to reflect on Christian related values. This weeks assemblies are based on special people. Pupils are asked to close their eyes and to reflect on themselves as special, of doing special things for family and friends and to think about others point of view.
45. Whilst opportunities to promote pupils' spirituality in lessons are not formally planned they do occur. In religious education pupils study the beliefs of other religions such as Hinduism and Buddhism which enables them to gain an understanding of prayer activities. Year 6 pupils consider what makes them feel happy or unhappy. Pupils consider the spiritual dimension within music, art or literature appreciation. In literature they are studying special people such as Mother Teresa and think about their achievements. Recognition is given to the needs of the wider world.
46. Daily acts of collective worship aim to respect the strong religious beliefs of the pupils and their families, and celebrate a wide range of religious festivals both Christian and non-Christian. There is time for prayer and quite reflection in all school assemblies.
47. Pupils' moral development is promoted well through encouragement to adhere to school rules. These are very clear. In Year 6 pupils know they are expected 'to behave maturely'. The playground codes of conduct point out 'no fighting or play fighting'. Classroom codes across the school are positively stated, 'we want to listen, work and concentrate'. These are clearly displayed in all rooms and help pupils to understand what is expected of them. A school aim is to foster high expectations and to encourage trust and human respect. It does this well. Staff deal with minor misbehaviour quickly, firmly and respectfully. Pupils are helped to deal with relationship difficulties, sometimes by the school's counsellor. Moral development is well promoted through religious education and assemblies. Pupils know what is right and wrong. Older pupils discuss what to do if they have a problem and can express what they believe is right, 'prayer is right and swearing is wrong'. Moral themes are explored during assemblies through story telling. Slavery is discussed as a moral issue alongside the importance of caring.

48. Pupils' social development is satisfactory. The school aims to ensure that all pupils develop the skills they require to become independent learners. It does this well by encouraging pupils to set their own learning targets, through self-assessment, and by sharing with pupils at the beginning lessons what they are to learn and will need to understand. In class, pupils are encouraged to improve their relationships with others through working in pairs or small groups. School clubs and visits also help promote pupils' social skills. A buddy system is in place for pupils who need extra help with the English language. Opportunities for pupils to take responsibility need developing further.

49. Provision for pupils' cultural development has improved since the last inspection, when it was satisfactory. The school provides a good range of cultural experiences through history, art, music and literature. For instance, there is a specialist art teacher and pupils visit the National Portrait Gallery. Music workshops with Guildhall musicians and drama workshops with the English Shakespeare Company take place. Pupils are given plenty of opportunity to celebrate their own language and culture through music, dance and song. During the inspection, pupils danced a traditional Bengali folk dance in traditional dress. Indian dance and musical instruments are studied as well as those of other parts of the world. There is a good selection of books in the school library promoting cultural differences. The school actively promotes the widening of pupils' understanding of the diversity of society and the issues this raises. Racism is addressed through stories in literature and in assemblies focusing on people such as Nelson Mandela. The issues of slavery, apartheid, and segregation are discussed and the importance of racial harmony promoted.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. Overall, the school provides good support and guidance for pupils. The monitoring of academic progress is a major strength, and a significant improvement since the last inspection.

51. Overall the procedures for ensuring the care of pupils are very good. The school has maintained and improved the high standards of care and concern for pupils' health, safety and welfare, both in school and on visits. The school is a caring community in which pupils develop in an atmosphere that supports, encourages and values pupils as individuals. Pupils feel safe and secure, and able to seek help and support whenever they need it. A well attended 'Breakfast Club' enables pupils to have a good nourishing start to their school day.

52. Child protection procedures are firmly in place and any pupils who may be causing concern are carefully monitored. There are four staff trained for first-aid. Pupils who are injured or feeling unwell are shown high levels of care and concern. The school buildings and grounds are maintained and cleaned to a very high standard and the school site manager ensures that any potential hazards are dealt with promptly. Regular safety audits are carried out and the headteacher and school site manager makes regular checks of the premises. The recently formed governors' premises committee has plans to improve these procedures. The school has adopted the local authority health and safety policy.

53. There are very good procedures in place to monitor and promote good attendance. The school works hard to raise the levels of attendance and punctuality through daily monitoring of registers, and a weekly check to discover if there are patterns of absence. Bi-lingual assistants follow up unexplained pupil absence the same day, which often results in pupils arriving for school later on that morning. However, since September, the support from the educational social welfare

office has lacked continuity, which has led to a higher than usual percentage of unauthorised and unexplained absences. A new policy has been implemented since the beginning of the summer term which states that 'pupils who are away on holiday for longer than two weeks during term time, will be taken off the school register and a place may not be available on their return'. This has already begun to have a positive effect on the number and length of extended holidays.

54. The school has good procedures for monitoring and promoting good behaviour. All staff have high expectations of good behaviour and they consistently apply the school procedures. Pupils know and understand how they should behave, and usually respond accordingly. Pupils are involved in drawing up their classroom rules and they generally follow them. A year long project to improve behaviour is having a very positive effect. Pupils with emotional and behavioural problems are well supported through the provision of a well-established twice-weekly counselling session. Any incidents of bullying, which are rare, and inappropriate behaviour, are dealt with swiftly and appropriately.

55. There are very good procedures in place for monitoring and supporting pupils' academic progress. Teachers keep regular and rigorous notes of pupils' progress, particularly in English and mathematics. Pupils are identified and monitored to ensure that they are placed in the correct groups, and within these groups, work is fully matched to their individual needs. Pupils are well aware of their own targets and what they need to do to improve their work. They are involved in setting and reviewing these targets, which are challenging and precise. The learning intention is made very clear to pupils at the beginning of each lesson, and copying it into their books reinforces this. Pupils' personal development is monitored in an informal way, which is based on the very good knowledge teachers have of their pupils.

56. The school has effectively addressed the key issue of developing a comprehensive policy for assessment, which was identified in the previous inspection. The teachers know the individual pupils well. They are aware of their specific needs and they respond to them in a very positive and supportive way. They have a clear understanding of the purpose and use of assessment. The arrangements for testing pupils regularly in all years in English, mathematics and science provides a very sound basis for tracking pupil achievement and setting targets, on an individual and class basis. This new initiative has been instrumental in raising achievement throughout the school and in substantially raising results in the national tests, which are now in line with the national average. In their planning, which is of a high standard, teachers break down and identify small steps to take pupils forward. Marking is good. A piece of work is marked in detail at least four times each term in English, and pupils are advised of what stage they are at and how they can move forward. The many pupils who frequently return to Bangladesh for one or two terms are tested on their return and given appropriate targets to try to address the gaps in their education.

57. Procedures for assessing pupils' attainment and progress are very good in English, mathematics, science and information technology. The school builds very effectively on its assessment procedures when identifying pupils with special educational needs and deciding what further help is needed. The special needs manager keeps very good records which track pupils' academic and personal progress. Support is directed very effectively to pupils who need it. Pupils with English as an additional language are also regularly assessed in terms of their

language acquisition. However, the same procedures for gathering information on pupils' attainment are not securely in place in religious education and some foundation subjects. Pupils' achievements are not yet tracked as effectively in these areas, but this has been identified and is being addressed within the school development.

58. The use of assessment to guide curricular planning is good. Teachers and learning support assistants keep informal notes on individual pupils' progress and use these to modify their weekly plans. This practice should now be formalised. Teachers know where there are significant and individual strengths and weaknesses, which need to be addressed through specific measures.

59. The school makes good use of test information such as National Data to provide an objective view of the school's performance, and to identify strengths and weaknesses in its curricular and teaching provision. For example, pupils are now grouped by prior attainment in mathematics and English and significant improvements have been made to the teaching of Literacy and Numeracy. Realistic targets for improvement in science, mathematics and English have been set, and areas for improvement have been identified in the school development plan.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. Overall, the parents' views of the school are good. The great majority of parents who responded to the questionnaires particularly feel that: their child likes school and is making good progress; teaching is good; the school expects their child to work hard; the school is helping their child to become mature and responsible. However, over 20 per cent of parents feel that: their child does not get the right amount of work to do at home; they are not kept well informed about how their child is getting on. The inspection findings do not support the parents' view about homework as the provision for homework is satisfactory. Parents receive a satisfactory annual report about their children's progress which identifies where pupils can improve the quality of their work in the core subjects. Two afternoons a year are set aside for parents to discuss their children's progress and targets. These events are well supported by parents, and interpreters are available should they be needed.

61. At the last inspection, the school was working hard to overcome the language and cultural differences and to maintain good links with parents; these efforts have been sustained. Two bilingual assistants who provide important verbal communication, as the majority of parents speak a language which has no written form, enhance the school's day-to-day communication with parents. The contribution of parents to their children's learning and their involvement in school is therefore limited.

62. The school has improved written communications with parents by producing the governors' annual report to parents, the school prospectus and letters to parents, in English and Bengali. The school prospectus provides parents with satisfactory information but does not include the right of parents to withdraw pupils from assemblies, and the alternative provision the school will make for these pupils. The governors' annual report to parents does not meet statutory requirements in that it does not provide any information regarding disabled pupils, and other information provided is rather scant in some areas. For example, there is no information about the funding of special educational needs; the financial statement provides only basic information; there is little information about staff development and there is not sufficient information about the school's action plan following the last inspection.

63. The new governing body has recognised that there is a need to investigate ways in which the school can communicate with parents more effectively, as at present there are no newsletters to inform parents about what their children are to learn or about the day-to-day running of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The leadership of the school is good and provides a clear sense of purpose, which is a major factor contributing to the school's recent successful development and improving standards.

65. The school has clear and appropriate aims, which are strongly reflected in the daily life of the school, and are evident in documentation and development priorities. The school is successful in achieving these aims.

66. The newly appointed governing body is committed to the school's well being, and is developing a sound understanding of its roles and responsibilities. It provides good support to the headteacher through a well-defined committee structure, with clear terms of reference and an appropriate programme of meetings. Governors are kept fully informed through the headteacher's detailed reports, and monitor the work of the school through individual visits.

67. The personal leadership of the headteacher is good. It inspires a strong sense of loyalty and motivation in staff, and enables all to make a contribution to school development. The strong leadership of the senior management team ably supports the headteacher. With their support, and the support of all the staff and governors, she has created an ethos in which all who work and learn in the school community feel valued and respected, and strive to achieve high standards in all things. The effects of this leadership and management are significant in the very good progress the school has made in many areas of its work since the previous inspection. Written information such as the prospectus, the governors' annual report are clearly written, but do not meet statutory requirements in all respects.

68. One of the significant strengths of the leadership of the headteacher and deputy is the degree to which it has created a shared unity of purpose within the school, focused on developing positive attitudes to learning and improving standards of attainment. The structure of management responsibilities is very effective in promoting communication and consultation, and in monitoring progress and implementing change.

69. The school is well led and managed day to day. Good communication systems ensure that all staff are kept informed, and well-established routines contribute to the smooth running of the school. Staff are highly committed to their work, and there is a deep sense of pride in the rapid achievements in the school.

70. Following the last inspection in November 1997, an action plan was prepared in response to the key issues identified for future improvement. Most of the points contained in these key issues have been successfully addressed. They are as follows:

71. **Key Issue 1:** *'Ensure all teachers have an adequate subject knowledge and know and understand that requirements of the National Curriculum particularly in mathematics, science, design and technology, information technology and physical education'.*

72. There has been a significant improvement in all of these areas. Whole school training has concentrated on literacy and numeracy with particular emphasis on writing. Training has been extended to include all learning support staff who provide support for pupils with special educational needs and English as an additional language. Staff knowledge and confidence in information technology had considerably improved.

73. **Key Issue 2:** *'Take steps to balance the curriculum to ensure appropriate coverage of all national curriculum areas by:*

- * auditing the present curriculum;*
- * allocating appropriate time to the subjects.'*

74. Satisfactory progress has been made. Priority has been given to numeracy and literacy. The timing of the school day has been analysed and time has been appropriately allocated to individual subject. Although sufficient time is allocated to subjects overall, the overly complex structure of the school's timetable results in periods of insufficient length in some subjects such as religious education and some foundation subjects. Also, the school has sensibly employed instructors to cover some areas of the curriculum for which there are no permanent members of staff. Provision in these areas is good, but it this leads to further fragmentation of the weekly timetable.

75. **Key Issue 3:** *'Write and implement schemes of work for all subjects which include:*

- * details of what needs to be taught;*
- * when the teaching should occur;*
- * the methods of teaching to be used;*
- * Expected learning outcomes.'*

76. Progress has been good. Detailed schemes of work are now in place for all subjects.

77. **Key Issue 4:** *'Devise and implement record keeping systems matched to the school's schemes of work and referenced to national expectations to be used to:*

- * track pupils' progress over time;*
- * inform future teaching and learning;*
- * set targets for improvement;*
- * raise teachers' expectations.'*

78. Progress has been very good. Record keeping systems are now securely in place which track pupils' progress over time, inform teaching and learning, set targets for improvement and raise teachers' expectations. These are all important factors in creating the positive and dynamic environment, which enhances learning and raises standards.

79. **Key Issue 5:** *'Governors should: clarify and fulfil their statutory responsibilities and duties with particular reference to raising standards, school development and financial planning; ensure that all statutory requirements are met with reference to collective worship, home reports, the reporting of attendance, the governors' annual report to parents, the school prospectus and requirements for teacher appraisal'.*

80. Progress has been satisfactory. The newly constituted governing body is very aware of their role and responsibilities, and has already identified the need to ensure that all governors regularly undertake governor training. However, written information for the prospectus, and the governors' annual report are clearly written, but do not meet statutory requirements in all respects.

81. Arrangements for monitoring and evaluating the schools' performance and taking effective action are very good. The headteacher and the deputy have developed a clear view of the schools strengths and weakness, and along with the governors have set realistic targets for improvement. The action taken to meet these targets is very good. School results have been very carefully analysed and adjustments have been made to the curriculum and to the grouping of pupils in mathematics and English. The monitoring, evaluation and development of teaching has improved and this has significantly improved the quality of teaching when compared to the previous inspection. All these strategies have had a direct effect on the quality of learning and on the standards that pupils have achieved. Although subject co-ordinators monitor the quality of planning and pupils work, some have been unable to monitor the quality of teaching across the school, and so are unable to account fully for the standards of provision in their subjects.

82. Planning for school improvement is good, and reflects the aims of the school. There is a clear framework for development planning linked to the budget cycle. There is an effective system for monitoring progress towards the development priorities which culminates in an annual review and update of the plan. The new Governing Body already has a good understanding of the quality of teaching and of the standards attained by pupils of differing abilities and ages.

83. The school plans its expenditure effectively. The governors are well informed about finance, and principles of best value are satisfactorily applied through the use of cost comparators and effective tendering arrangements, which ensure competition. They make very good use of the detailed analysis of assessment results, including comparisons with other schools, to target their spending strategically. This is well matched to the financial plan to secure future improvements in standards.

84. Day to day financial control is good. Information technology is very effectively used for administrative purposes, as well as to support pupils' learning. Information given to governors contains sufficient detail and enables them to fulfil their monitoring role and have an oversight of the school's financial position.

85. There are sufficient qualified and experienced teachers to meet the school's needs. They are well deployed, and the match between teaching qualifications and subjects taught is satisfactory. Job descriptions clearly identify both general and specific responsibilities. The non-teaching staff make a very valuable contribution to the smooth running of the school and support teachers' work effectively. However, governors are experiencing problems in attracting and retaining permanent staff in common with other neighbouring inner city schools. This has resulted in temporary teachers co-ordinating some foundation subjects such as physical education. Parents, staff and governors are aware of this issue, and are anxious to address this weakness in order to sustain the very good progress the school is making in securing high standards. The school has also sensibly employed instructors to cover some areas of the curriculum for which there are no permanent members of staff, and this is proving effective at raising standards within their narrow areas of expertise.

86. Policies, co-ordination and support for staff development are good and have improved

significantly since the last inspection. Good quality arrangements for professional review are implemented annually. The quality of the provision for staff development contributes significantly to school development and raising staff moral.

87. Overall, the standard of accommodation is very good. Since the last inspection, much has been done to extend and improve the provision for information technology. The school has been networked and pupils will have direct access to the Word Wide Web and email.

88. The school makes good use of the accommodation available. There are numerous, colourful, good quality displays around the school. The buildings and grounds are well maintained. The range and quality of learning resources is very good. A significant proportion of the funding available has been used to ensure that there are sufficient computers of good quality. The ratio of pupils to computers is now good, and reflects improvement since the last report.

89. A wide range of indicators, including the quality of teaching, the improvement since the last inspection, the quality of leadership, and the good standards achieved, show that the school is effective. Although unit costs are high the school gives good value for money.

English as an additional language²

90. The school's provision for pupils who speak English as an additional language has improved significantly since the last inspection and is now very good.

91. Underpinning this positive change has been a marked improvement in teachers' subject knowledge, especially in English, mathematics, science and information technology. This has enabled teachers to give clear and precise explanations that are easy to follow, as well as developing pupils' knowledge and understanding through the use of subject-specific vocabulary. In a Year 6 science lesson, for example, pupils are encouraged to use terms such as 'translucent, opaque and transparent' and 'soluble, solution, solvent and solute' with accuracy and confidence. Teachers use challenging and often probing questioning to develop pupils' understanding. A noticeable improvement since the last inspection is the manner in which teachers expect pupils to respond at length rather than give just one-word answers. In the subjects mentioned above, teachers give careful attention to new vocabulary, ensuring that ideas are fully understood before moving on to the next piece of learning. Throughout the school, teachers' speech is a good role model for pupils and teachers insist on good speaking skills from pupils when addressing the class.

92. The quality of pupils' learning is enhanced by a skilled team of bilingual and classroom support assistants. These assistants are extremely well briefed by the teachers, who make clear the learning objectives of the lesson. Assistants have a warm rapport with their pupils and support them sensitively during lessons. In a Year 3 numeracy lesson, for example, the support assistant sensitively and discreetly helped pupils during the teacher's exposition, quietly explaining ideas and encouraging pupils to respond to questions. In some lessons, though, support assistants merely sit with pupils while the teacher is addressing the class; this is a wasteful use of time and resources.

93. Teachers keep detailed records of pupils' language fluency which enables them to provide work that is based on the different learning needs of pupils within the class. The school's

² Funding to make special provision to enable resident from ethnic minorities to overcome language and/or cultural barriers which inhibit their access to services.

deliberate focus on English and mathematics has served to positively support pupils' language development, although it has led to some weaknesses in the depth with which some other subjects are covered. The school has effectively adopted a specific approach to language development, and the emphasis this places on giving pupils extremely careful instructions, as well as clarity in teachers' questioning, has contributed to the good progress pupils make in developing their language skills. The curriculum is enhanced by a wide variety of educational visits, which pupils find extremely stimulating, and which are used well to encourage speaking and writing skills in the follow up work after the visit.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

94. In order to improve further, the headteacher, staff and governors should:

- review timetable allocations for religious education and the foundation subjects to ensure there is sufficient time to develop an appropriate range of skills and understanding;
- develop the role of the subject co-ordinators to include the monitoring of standards of teaching and learning in religious education and the foundation subjects;
- extend the very good procedures for assessment to the foundation subjects and religious education;
- re-examine the strategies for the attraction and retention of teachers to underpin the very good progress the school is making in securing high standards;
- improve teachers knowledge in physical education;
- seek ways to improve pupils' punctuality and attendance;
- ensure that the school prospectus and governors' annual report to parents meet statutory requirements.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	27	55	11	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	329
Number of full-time pupils eligible for free school meals	250

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	153

English as an additional language	No of pupils
Number of pupils with English as an additional language	326

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	38	42	80

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	17	15	17
	Girls	23	14	19
	Total	40	29	36
Percentage of pupils at NC Level 4 or above	School	50 (51)	36 (22)	45 (32)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	12	13
	Girls	16	9	13
	Total	28	21	26
Percentage of pupils at NC Level 4 or above	School	35 (26)	26 (25)	33 (41)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	3
Bangladeshi	320
Chinese	1
White	1
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	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

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

Total number of qualified teachers (FTE)	11.4
Number of pupils per qualified teacher	28.8
Average class size	30

**Education support staff:
Y 3 – Y6**

Total number of education support staff	10
Total aggregate hours worked per week	204

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	778725.00
Total expenditure	795163.00
Expenditure per pupil	2403.00
Balance brought forward from previous year	15142.00
Balance carried forward to next year	1296.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	329
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	41	48	8	0	3
Behaviour in the school is good.	57	32	6	0	5
My child gets the right amount of work to do at home.	38	37	17	5	3
The teaching is good.	48	44	6	0	2
I am kept well informed about how my child is getting on.	43	35	16	5	2
I would feel comfortable about approaching the school with questions or a problem.	37	33	8	6	16
The school expects my child to work hard and achieve his or her best.	63	25	6	2	3
The school works closely with parents.	43	33	11	5	8
The school is well led and managed.	35	38	6	8	13
The school is helping my child become mature and responsible.	49	35	6	0	10
The school provides an interesting range of activities outside lessons.	48	25	10	5	13

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

ENGLISH

95. Attainment at the end of Key Stage 2 in the 1999 National Curriculum tests was well below the national average. The number of pupils achieving the higher grade was well below the national average. The results were well below the average in comparison with similar schools. Prior to 1999, the results were consistently well below the national average, with a slight improvement in 1998. The school undertook a thorough analysis and there has been a clear focus on raising standards. Regular monitoring of planning, teaching and learning by the headteacher, members of the senior management team and the local education authority and the introduction of setting, tracking and target setting has had a significant impact on raising standards in teaching and learning. Evidence gathered during the inspection and the results of internal monitoring by the school confirm that attainment throughout the school is now in line with national averages. The results in the national tests, in the year 2000, suggest that standards have improved dramatically and are now broadly in line with the national average, although, as yet, national comparative figures are not available.

96. The attainment of pupils who enter the school at the age of seven years is below the national average and there are significant weaknesses in the language skills of many children for whom English is an additional language, and there are numbers who also have special educational needs. A significant majority of pupils are not confident speakers and have poor reading and writing skills. By the time they leave the school, pupils use their speaking skills more confidently across the curriculum. There is a clear, planned progression for the development of speaking and listening skills through the word-level work and sentence-level work in the National Literacy Strategy activities and through drama. Oracy has slowly improved as a result. The school is planning a more specific oracy component across all curriculum areas to improve this further.

97. In the shared reading session, pupils listen carefully to the teacher and are keen to take turns in reading the text. They are regularly given opportunities to participate in discussions and to demonstrate methods and reasoning. Whole class teaching in oral work to consolidate and sharpen pupils' language skills is followed by appropriate consolidation and extension work. The lesson objectives are always clearly displayed and made known to pupils and, at the end of each session, they are encouraged to evaluate their work and to assess the extent to which they have achieved the objectives of the lesson. The positive learning ethos, the pupils' very good attitudes to school and the good relationships that prevail give pupils more confidence to express their ideas, knowing that they will be valued and respected. Pupils try very hard to use vocabulary appropriate to the occasion. For example, pupils in Year 6 spoke forcibly and clearly as they expressed strong opinions on whom they felt was responsible for the deaths of Romeo and Juliet, quoting evidence from the text to support their arguments.

98. By the end of the key stage, pupils' attainment in reading matches and, in a minority of cases, exceeds national expectations. With the exception of some pupils with special educational needs in each class, the majority of pupils read in line with national expectations for their age. Pupils in Year 3 read a range of texts fluently and generally accurately. They express opinions about the major events in stories, poems and non-fiction. Higher-attaining pupils in Year 4 read fluently and discuss the events and characters in their books. Lower attaining pupils talk confidently about the main events in the story, but find it more difficult to reflect upon the feelings of the characters. Pupils in Year 5 read fluently the text of *White Wolf*, by Henrietta Brandford

and are able to re-write an incident from another point of view. Higher-attaining pupils in Year 6 show an ability to scan, retrieve and collate information from a variety of sources. They show an understanding of a range of texts.

99. Inspectors heard a total of 15 pupils read from across the age range and ability groups, and held discussions with them. The pupils benefit from having access to an excellent school library, with a wide range of fiction and non-fiction books. All classes visit the library regularly and learn how to use it. They take books home and many of them read regularly to parents or older siblings. The school benefits from the services of a librarian, whom they share with the infant school. During the inspection, he introduced a group of low achievers in Year 3 to *The Fly Trap* by Diana Anastasio. They found it particularly interesting because they had recently seen a fly trap plant on a school visit to Kew Gardens. They could identify the author, title and illustrator. They recalled the main events and characters, and predicted what would happen next. They understood the text, which was written by an American author. One boy likened the term, 'being a pain' to when his little brother won't let him get on with his homework. They knew that a hot dog is 'a sausage in a bun', that 'a back yard' is what we call 'a garden' and that 'check it out' means 'look at it and see if it is all right'.

100. Standards in writing are now in line with the national average. Each class has guided writing lessons in addition to the literacy hour, and this has successfully raised standards in writing. In a Year 6 lesson, pupils wrote a persuasive argument that was clearly organised into paragraphs, with reasoning/linking connectives; they used clear evidence to persuade their readers. The emphasis, in all years, is on different forms of writing, often related to the texts read during the literacy hour. The range includes writing instructions in Year 3, newspaper reports and poetry in Year 4, persuasive writing in Year 5, and re-writing *Romeo and Juliet*, set in Shadwell in the year 2000, in Year 6. By the end of the key stage, pupils produce varied and interesting writing for different audiences, conveying meaning in a range of forms, both formal and informal. Where writing is good, they choose words imaginatively and use them appropriately. Their writing is well organised into paragraphs. Both simple and complex sentences are used. All pupils are given spellings to learn on a regular basis and, as a result of this, and the practice of learning spelling patterns in the literacy hour, pupils are developing appropriate spelling strategies. Pupils are able to compare stories from different cultures, for example, West Africa and China. Their writing is well-structured. They are taught to draft their work, based on the setting, the main characters, complication, resolution, and theme.

101. Good use is made of literacy skills across the curriculum and, within literacy sessions, there are links with other subjects, such as history, for example, Grace Darling in Year 3, the Second World War, in Year 5 and the Shakespearean era in Year 6. Literacy skills are used widely in information technology lessons, for example, pupils in Year 6 with special educational needs produced the front page of a newspaper, whilst their peers were engaged in the national tests. A group of Year 6 pupils have produced three issues of a school magazine, during their lunch breaks. Every year, pupils from Year 6 have the opportunity to spend a day at the headquarters of News International. They produce the front page of a newspaper, using advanced technology and improving their information technology skills.

102. *Transformation*, a long-term project with the National Theatre, will follow the current Year 3 pupils through Years 4 and 5 with the aim of developing confidence in oral skills. They have been working with the school since September 1999. The English Shakespeare Company has worked with the school for the last three years, conducting drama workshops and performing shortened versions of the play being staged at the Bloomsbury Theatre. This involves pupils from

Years 4 and 5 who, this year, are studying *The Tempest* and pupils from Year 6 who are studying *Romeo and Juliet*. Each year, a group of teachers attend a course run by the Royal Shakespeare Company on the use of drama in literacy. In the autumn term, a drama consultant worked with Years 3 and 4 to improve oracy. Thus, every opportunity is taken to improve language skills and raise attainment in English, which is an additional language for 99 per cent of pupils.

103. The quality of teaching in literacy lessons is good, overall. It was excellent in 6 per cent of lessons, very good in 44 per cent of lessons, good in 44 per cent of lessons and satisfactory in 6 per cent of lessons. No unsatisfactory lessons were observed. The strategies for teaching literacy are very effective. The teachers' knowledge and understanding is very good and they teach the basic skills well. Their planning is thorough and very effective in enabling pupils to develop their knowledge, skills and understanding. Teachers have high expectations of work and behaviour and, as a result, pupils behave well and are motivated to invest intellectual and creative effort in their work. Teaching methods are effective. The strong emphasis on oral work consolidates and sharpens pupils' speaking and language skills. This is always followed by appropriately demanding consolidation and extension work. Learning objectives are made very clear to pupils and at the end of each session, pupils are encouraged to assess the extent of their own learning within the lesson. Their knowledge of their own learning is good. There are many opportunities for pupils to demonstrate methods and reasoning and to explore reasons for any misunderstanding. Pupils are assessed throughout the lesson. A range of strategies are employed to ensure that pupils work with purpose and self-confidence, for example, timely intervention during written work, to correct misunderstandings, present new challenges and draw together ideas. Teaching caters for the abilities of all pupils through grouping according to prior attainment. Pupils with special educational needs are given appropriate help and support from the special needs manager and trained learning support assistants. Pupils for whom English is an additional language are well-supported, and make very good progress. Other groups of pupils are appropriately challenged in their work. The management of pupils is very good and the use of time, support staff and resources is good. The productivity and pace of working of pupils is good. They are trained to become independent learners and they maintain interest and concentration throughout the lesson. Pupils with special educational needs make good progress. Homework is used well to reinforce and extend work within the lesson.

104. The quality and range of learning opportunities is good. The curriculum is broad, balanced and relevant. The provision for pupils with special educational needs and those for whom English is an additional language is very good. The procedures for assessing pupils' attainment and progress are very good. Each term, every child has a reading test. The emphasis is on comprehension skills in Term 1, fluency in Term 2 and functional skills in Term 3. Group and individual targets are set, each term. A primary reading skills test is taken in Year 3. All year groups do formal writing and spelling tests each year. Annual reports contain targets and there are opportunities for parents and pupils to comment on them. Support staff are specially trained to take small groups of pupils with special educational needs in literacy lessons and new teachers have a literacy induction programme. There is a strong focus on oracy and staff always insist that pupils speak and answer questions in full sentences. The curriculum is extended through theatre visits and drama workshops. There is a portfolio of examples of pupils' work matched against National Curriculum levels, which teachers can use as a reference point when making judgements about pupils' work. Pupils' progress in age-related tests is plotted, strengths and weaknesses noted, and group and individual targets adjusted to promote strengths and address weaknesses.

105. The co-ordinator has made a very good contribution over the past three years. She works closely with the assessment co-ordinator who has made a very good contribution to the raising of

achievement in English, mathematics and science. The English co-ordinator is well qualified and takes a very active role in monitoring teachers' plans, pupils' work, teaching and learning. She gives strong support to part-time staff and staff from overseas, arranges in-service training where appropriate and follows up on it. She manages the literacy budget well. She oversees resources, which are excellent and are used well to promote learning. The policy has been updated and there is written guidance on the format and structure of the literacy hour and on writing and other additional sessions. The co-ordinator provides training for the literacy support staff every week; she observes lessons, gives feedback and works alongside teachers. Future targets, as outlined in the school development plan, are to continue to raise standards, to develop oracy by making teaching and assessment more specific and ensuring that oracy feeds into reading and reading feeds into writing. Progress this year has been very good and there is a strong potential for continued improvement.

MATHEMATICS

106. At the time of the previous inspection, standards in mathematics were judged to be well below the national average. Very recently the school has raised its standards significantly. National test results overtime show the school's standards to have been very low in comparison with national average. The 1999 national test results in mathematics for the 11 year olds showed the proportion of pupils gaining Level 4 and above to be well below the national average. However, the number of pupils reaching the higher levels was average. Nevertheless, in comparison with schools in similar contexts, the pupils' performance was well below average.

107. The most recent results for the Year 2000 show the proportion of pupils attaining Level 4 or above is close to last year's national average. The proportion getting Level 5 is likely to be above the national average, and two pupils attained Level 6. The observations of the inspection broadly reflect these improved test results. Attainment at the end of Key Stage 2 is in line with national expectations. A third of the pupils are working at a higher level. This matches the school's expectation for the cohort.

108. The attainment of pupils on entry to the school is below expectation in mathematics. The pupils are making good progress, particularly in number work, mental calculations and problem solving, as they move through the school. Very good progress is made in Year 6. Progress in shape, space and measure and the higher levels of data handling is satisfactory. At the time of the last inspection progress was satisfactory in all areas of mathematics. This demonstrates a significant improvement in the rate of pupil progress. Most pupils with special educational needs make good progress. Those with English as an additional language often make very good progress.

109. By the end of Year 3, most pupils use numbers to 100 accurately. They add and subtract two digit numbers accurately. Multiples of ten can be subtracted mentally. This is not automatic for many. Few can think of a quick and easy way, or spot the pattern readily. Pupils have a sound grasp of mathematical terms such as 'partitioning', 'digit', and 'equals'. Numbers are successfully partitioned to make subtracting easier. Ways of representing fractions of simple shapes is understood. Higher attaining pupils successfully multiply by 10 and 100, and divide

shapes in to quarters and thirds. Pupils begin by measuring capacity using non-standard units, and are then successfully introduced to standardised metric units such as 'litre' and 'millilitre'. They can accurately draw regular shapes and can successfully record lines of symmetry. Most pupils can collate a tally chart and represent the data using graphs.

110. By the end of Year 6, two thirds of the pupils are making good progress as a result of good and very good teaching to reach the standard expected or above. Most pupils have a clear understanding of place value to four figures and are able to use the four rules of number quickly and accurately. Higher-attaining pupils use number facts and their knowledge of place value to quickly and accurately calculate in thousands mentally. Pupils have a well-developed ability to explain 'how' they arrive at their mental calculation. Knowledge of fractions is sound. Pupils add fractions well, recognise equivalent fractions and convert improper fractions to mixed ones accurately. Whilst most pupils have a good grasp of the early stages of algebra and can use brackets successfully, some struggle to order numbers with two decimal places. Pupils' use shape, space and measure facts satisfactorily to calculate perimeters, convert metric to imperial units, reflect shapes using mirror symmetry, and measure angles using a protractor. Most pupils can construct frequency and bar charts, and interpret simple pie charts. However, their ability to synthesise this data into abstract statements is less well developed.

111. Pupils' attitudes to mathematics are good or very good. They respond well to challenging problems and are keen to succeed. For example, during a mental arithmetic exercise, Year 4 pupils were excited to discover the answer to questions such as 'If I think of a number and multiply it by five the answer is 20, what is the number?' They were able to show different ways of calculating the result, and could decide which was the quickest and easiest method. Similarly, Year 6 pupils were enthusiastic to decode the mathematical operation contained within statements such as 'If three tins cost 45 pence how much would nine cost?' Whilst all pupils were keen to take part in such challenges many respond quietly when explaining to the class their method of calculating. Most pupils work well on their own from an early age. They quickly organise themselves and work at a rapid pace. However, their written work can sometimes be untidy. They also work well together, often in pairs, and help and support each other. Behaviour is good in most lessons and often very good. There are a small number of the youngest boys who demand attention through enthusiastic shouting out of answers. However, teachers are firm with these pupils and quickly establish the ethos for learning.

112. The quality of teaching seen during the inspection was good and in almost 50 per cent of lessons very good. No unsatisfactory teaching was observed. Teachers are providing good learning experiences for pupils and worthwhile tasks that raise their attainment over time. Pupils are organised into different sets based on prior attainment in mathematics. Teachers plan their lessons using the nationally recommended guidelines and set appropriate work for pupils of differing abilities within each set. Weekly plans are carefully structured, enabling pupils to build well on the previous week's learning. There is a very sharp focus in each lesson plan on what precisely is to be learnt. Pupils are informed of these learning intentions at the beginning of each lesson, they are clear about what they are going to do and what they have to achieve. Language is used carefully when explaining learning activities.

113. Teachers' mathematical knowledge is very good. They use it well to support pupils' learning of mathematical vocabulary and to give clear explanations. Very challenging questions are used to assess what pupils know and to extend their mental calculations. Year 4 were given $10 < 100$ and asked, 'Which is the greater?' and 'Why?' Year 6 were asked to think about different ways to quickly calculate for 'Six pieces of wire each measure nine centimetres, what is the total

length in millimetres?' Questions are well matched to pupils' abilities, which enable good progress to be made. Teachers also develop pupils' skills and knowledge in problem solving. Pupils are encouraged to focus on 'how' they can solve a problem quickly and accurately, and this improves mental agility. They recognise the value of this process, and a Year 5 pupil was heard to say 'this will be helpful when adding things in my head'.

114. Teachers have good working relationships with pupils and manage pupils well. They are firm but respectful. High standards of behaviour are set enabling teachers to develop a positive work atmosphere, allowing pupils to concentrate on their learning. Praise is used well to motivate and encourage pupils and to raise confidence. Lower-attaining pupils and pupils with specific learning difficulties are well supported within the classroom to enable them complete tasks and feel successful.

115. Mathematics is well managed by a highly effective co-ordinator. Very good strategies are in place to raise standards. Detailed medium-terms are prepared by the co-ordinator, which are followed by all teachers. Weekly plans and year group targets are monitored and lessons are regularly visited and their effectiveness is assessed. Very good assessment systems are in place. Pupils are regularly assessed through weekly mental mathematics tests and at the start and end of year. This enables teachers to measure individual pupils' progress. Test results are used to place pupils into appropriate sets, to evaluate the success of the curriculum and the teaching. These strategies have all been effective in raising standards. Pupils' attainment within and across years is closely monitored and targets are set for both individual pupils and year groups based on a realistic and objective analysis of strengths and weaknesses. Teachers have raised their standard of teaching through the adoption of the National Numeracy Strategy. They have focused well on improving pupils' language and mental calculation skills. Pupils are very aware of their achievements, for example, one pupil remarked that 'I can do division dividing one digit into three digits'. Older pupils are informed of the National Curriculum statements to help them identify what they need to learn to achieve each level. Extra mathematics teaching is provided through the 'catch-up' programme, designed to help pupils address areas of mathematical knowledge they have missed through absence, or have not understood. There are also mathematics 'challenge sessions' across the school, and booster groups to help older pupils to improve their performance.

116. All pupils, including those with special education needs make good progress in lessons. Pupils with special needs and those who receive extra support for English as an additional sometimes make very good progress, when they are working directly with support assistants receiving bi-lingual support. A close scrutiny of previously completed work in mathematics shows that because teaching and planning takes into account the different abilities within classes, these different groups all make at least good progress in their lessons.

117. The contribution made by other subjects to pupils' competence in numeracy is satisfactory. Information technology is used well to develop pupils' mathematical concepts of two-dimension shapes and their properties, lines of symmetry on regular and irregular shapes, rotations and areas of shapes. Spreadsheets are also used to draw graphs. In geography pupils use temperature charts and draw line and interpret graphs.

SCIENCE

118. A steady upward trend in results in science has been maintained since 1997. Results in the most recent National Curriculum Assessments have been very encouraging.

119. The results of the 1999 National Curriculum Assessments for pupils at the end of Year 6, showed 45 per cent of pupils reaching the expected Level 4 or above. This was very low in comparison with the national average. Sixteen per cent of pupils reached the higher level, Level 5. This was below the national average. Overall, this placed the school well below the standards achieved in similar schools. The most recent results for the 2000 show results have improved significantly, although currently there is no data to make national comparisons. Seventy five per cent of pupils reached Level 4 or above, and 30 per cent reached the higher Level 5.

120. The evidence of the inspection confirms this improvement. The majority of pupils in Year 6 are working at the appropriate level, with a significant number in each class working at a higher level. This improvement has been made as a result of:

- Better allocation of time to the subject;
- A well constructed scheme of work supporting all teachers;
- Well-structured lessons, which often focus on investigative work;
- Pupils having regular opportunities to revise work and practice with test papers;
- Better use of scientific vocabulary as a result of a focus on this during lessons and a general improvement in literacy skills over the last three years;
- The contributions of a well-informed and hard working co-ordinator.

121. Pupils make a good start in their science in Year 3. Work in experimental and investigative science is of a standard often higher than that expected nationally, especially in the science co-ordinators class. Pupils make good use of a reporting framework, which helps them to write carefully and clearly about their investigations. It focuses their attention on what they want to find out, what they already know, and how to organise fair tests. This framework is successfully used in lively and challenging experiments, for example; when pupils are trying to establish what materials are best for mopping up water, which elastic has most stretch or which material is strongest. Pupils clearly understand how to organise 'fair test', and are able to draw conclusions. For example, pupils in Year 5 designed an experiment to determine how quickly water-cools when a container is insulated. They made a simple hypothesis, designed a fair test, took careful measurements and to draw a conclusion from a careful evaluation of the test results. They completed the task by plotting cooling curves to show the relationship between the fall in temperature and time. By Year 6, pupils can test substances to see which dissolves best in water, and use new vocabulary such as solution, soluble, solvent and solute correctly. They carefully record the experimental data, using charts and boxes, and draw conclusion based on a careful evaluation of all the experimental data, with reference to the original hypothesis. There is a high level of understanding.

122. In their studies of life processes and living things pupils in Year 3 can accurately define the characteristics of animals and plants. In a Year 4 lesson, pupils could classify organisms by reference to whether they had wings, legs or shells. By the end of the lesson they are able to see how to use a 'key' to classify organisms by asking closed questions. They recorded their answers on a branching diagram, and most pupils had a good understanding of this technique. Scrutiny of

work showed that many pupils in Year 5 were working at a level higher than expected for their age. They were able to make detailed diagrams of plants to illustrate their very clear explanations of germination and cross-pollination. Pupils in Year 6 consolidated their previous learning and used their literacy skills well when making notes on a video about photosynthesis.

123. When studying human development and the need for food, pupils in Year 3 had a good understanding of the positive and negative elements of different foods. They knew those foods which were healthier than others, and could use their mathematical ability well to illustrate their ideas using a Venn diagram. Pupils in Year 6 can correctly identify and label parts of a tooth such as pulp, dentine, enamel and incisors.

124. While studying materials and their properties pupils in Year 3 show good use of sieves to sort particles of soil according to their size. Pupils in Year 4 understand that different surfaces create different amounts of friction. They designed an experiment to determine this force and successfully calibrated their measurements using a Newton meter. Recent work in Year 6 on solids, liquids and gases show that pupils understand terms such as evaporation and condensation when explaining the water cycle.

125. Pupils experiment with light, sound and electricity as part of their work on physical processes, but activities based on the solar system could be further developed. Pupils in Year 3 understand where light comes from and carry out investigations about shadows. Pupils in Year 5 know through investigations, that the further away a light source is from an object, the larger the shadow. In Year 6 pupils' show a good understanding of the structure of the eye, can label diagrams accurately and know the function of various structures. Work on electricity shows satisfactory development, and pupils in Year 4 understanding that electricity flows in a circuit and that any break in the circuit will stop the flow. They can draw simple electrical diagrams and understand that some materials are better conductors of electricity than others. Pupils in Year 6 can add lights, buzzers and extra batteries to a circuit, and can explain the effect this will have.

126. All pupils, including those with special education needs make good progress in lessons. Pupils with special needs and those who receive extra support for language development sometimes make very good progress when they are working directly with support assistants receiving bi-lingual support. A close scrutiny of previously completed work in science shows that because teaching and planning takes into account the different abilities within classes, these different groups all make at least good progress in their lessons.

127. The quality of teaching is uniformly good. Of the six lessons seen, four were good and two were very good. This shows a significant improvement since the last inspection, when almost half of lessons were unsatisfactory. Teachers, through their use of the scheme of work, now have a much clearer understanding of National Curriculum requirements. They share learning objectives with their pupils, who then feel much more involved in their work and respond much better to the teaching. The better knowledge which teachers now have, helps them to teach basic skills in science at a much higher level, and they now understand the importance of building learning step by step on what has been previously learned. Lessons proceed at a crisp pace, and pupils are consequently more motivated and much less time is now spent off-task. This, once again, is an improvement since the last inspection. Evidence of marking, throughout the year, shows that the school has maintained its quality in this area. Investigative work, heavily criticised at the last inspection is now taught well throughout the school and is a strength of the

subject. The greater emphasis on the vocabulary of science is helping many pupils to make better progress, and is enabling them to be more involved in activities and take a greater part in discussions. Standards are improving as a direct result of the improvements in teaching and learning.

128. The progress that pupils make in their science work is regularly checked and is now better recorded, so that teachers can see, at a glance, the progress their pupils are making. Good use is being made of intermediate National Curriculum tests in Years 3, 4 and 5 which support target setting. However, evidence shows a mismatch between the results predicted by teachers and the results pupils achieve at the end of Key Stage 2. A moderated portfolio of work, levelled against the attainment targets of the National Curriculum, would serve as a helpful checklist, so that teachers could more accurately predict and check results.

129. Pupils' response to science is good or very good, and is directly related to the quality of teaching. They concentrate well on their tasks, share and discuss work well together, and are becoming confident in giving their opinions in front of the class. The improvement in attitudes and behaviour in lessons also has a very positive effect on the progress pupils' make in their work.

130. Pupils make good use literacy and numeracy skills and this is a significant improvement on the findings of the last inspection. Literacy and numeracy strategies are now well embedded in the school's work and pupils readily accessing these skills to support their work in science. The use of information technology is less well developed in science. Thus far, the school has been concentrating on integrating information and communication technology with literacy and numeracy. There are plans to enhance the use of information and communication technology, when science is a focus for school development next year.

131. The co-ordinator for science has a very clear vision for the subject and has developed the area well since the last inspection. A good scheme of work has been written which has acted as a vehicle for improvement. Advice and support have improved the quality of teaching across the school. In order to move the subject further, the co-ordinator now needs time to monitor the standards of teaching and learning across the school.

ART

132. There were limited opportunities to see the direct teaching of art during the inspection. Evidence was gathered from portfolios of work, from work on display and from discussions with two art instructors. The standards of work achieved within the narrow range seen were similar to those of pupils of an equivalent age. There is insufficient evidence to make a judgement about teaching.

133. There is no co-ordinator for art because of difficulties in attracting and retaining full time permanent staff. The school is very aware of this weakness, and has attempted to meet this need by employing skilled instructors to deliver some aspects of the curriculum. This has resulted in some areas of the National Curriculum for art not receiving an appropriate emphasis. This was identified at the time of the last inspection.

134. Work covered in the general areas of painting show that pupils are making good observations of the natural and man-made world. Work on close observational paintings of lilies in Year 3 is of good quality. Pupils accurately record their shape and form and carefully match the colour. Paintings of colanders, in which pupils have added coloured pencil lines to good effect, show a willingness and interest in selecting and mixing media.

135. Work in ceramics is of a good quality, with one or two pupils showing well developed skills in planning and technique. Work here is often linked with topics in history, although occasionally pupils will simply have opportunities of making large pieces of pottery. The instructor is skilled and has a very good relationship with the pupils. Closer links need to be formed between the potter and class teachers so that earlier notice is given of topics to be studied and of the pupils she is going to be working with. This could then involve much closer discussions between class teachers and the potter, so that teachers begin to involve themselves more in the development and understanding of the skills involved in ceramics, and not simply pass the pupils for her to teach. This was noted in the last report. Although some progress has been made this issue has not yet been fully addressed. There is no evidence of collage or work with fabrics.

136. Pupils were seen making sculptures relating to *Romeo and Juliet* and to *The Tempest*. They understand the characters and the story and try to produce fairly large-scale characters. Some set their characters with poses and accessories, which illustrate well a particular scene in the plays. Others concentrate well on portraying the clothes accurately. The instructor helps them with techniques, materials and some useful research texts, working with them to produce good work.

137. In a Year 3 art lesson, pupils made a print from a previously completed drawing. They complete their drawing of a lily in charcoal and pencil then transferred it onto a block of polystyrene with a pencil. Through good instruction and support, all pupils succeed in transferring a print from the block on to paper. During the lesson, the good teaching skills and the interest of the pupils support the good progress made by all.

138. An examination of previously completed work in art shows that almost all work is related to history or as a result of visits made so that pupils might capture the art of their environment. Whilst this is an excellent way of promoting art, it limits the opportunities for pupils to paint using their inner eye, without the impetus and support from outside stimulation. Work in Year 3 shows pictures of ships in the Tobacco Docks. This work is to be used later to provide background images for a Victorian play *Ned Stag*. In connection with a Tudor topic, Year 4 studied a portrait of Walter Percival taking particular note of the clothes he wore. In their Victorian topic, Year 5 pupils visit the London Museum, the Ragged School Museum and the Geffrye Museum, making good sketches of materials and furniture from the Victorian era. In a World War Two topic they visited the Imperial War Museum and made good line drawings of their friends dressed as evacuees. Year 6 pupils visited the museum to see examples of Greek friezes, temple architecture and the Elgin Marbles. Once again the quality of their sketches was good.

139. Displays of artwork and pottery in the school are good. Nearly all classes present their work well and show how the work is valued. However, there is little evidence of a range of work by famous world artists for pupils to admire and study.

140. The subject currently has no systematic assessment procedures. This also needs to be discussed, in order that the progress of pupils, who may have access to art at infrequent intervals, can be judged and recorded.

DESIGN AND TECHNOLOGY

141. During the inspection, due to timetabling arrangements, it was not possible to observe any lessons in design and technology. Judgements are based on an examination of pupils' work, teachers' long and short-term plans, photographic evidence, current displays and discussions with staff. The evidence shows that attainment and progress are now satisfactory. This represents an improvement since the last inspection when attainment was well below average.

142. Work in design and technology is linked well with other subjects, particularly science, information technology, art and history. For example, the youngest pupils have disassembled and evaluated electrical equipment, such as irons, lamps and hairdryers. Older pupils have learned how to make electric circuits in science, and have incorporate this knowledge into a design brief for working model traffic lights as part of design and technology. Pupils have also used their knowledge of materials to design and make parachutes. They are familiar with the process of designing and making, and are competent in working with a range of materials including clay and recycled materials.

143. There are good links with information technology. For example, pupils in Year 6 were given the brief to design and make mouse mats to replace the school's worn equipment. The initial designs were evaluated and pupils decided that each mat should consist of a drawing on the left with a 'mouse park' on the right. They decided that text was needed, and imported their designs into Publisher and added wording to complement their cartoon drawings and pictures of an electronic mouse. A further evaluation was then made, and it was decided that the mats needed to be thicker in order to work well. This was achieved by printing the designs on card and laminating them to enable the mouse ball to track accurately. Self-assessment by pupils is a key factor in encouraging them to strive for high standards in their work.

144. It is not possible to comment directly on the quality of teaching, since no lessons were seen. However, it is clear from the evidence obtained that teaching is satisfactory. Teachers have good subject knowledge. Their planning ensures continuity and progression of knowledge, skills and understanding. They teach basic skills well and make good use of available resources. They appear to engage and sustain pupils' interest and enthusiasm and develop their creative skills. Pupils with special educational needs and those for whom English is an additional language make satisfactory progress, as a result of sound teaching.

145. Design and technology has improved since the last inspection, although further improvements are needed to secure higher standards. The lack of systematic assessment procedures makes it more difficult to ensure that pupils acquire the relevant skills, knowledge and understanding in a logical sequence throughout the school. There is currently no co-ordinator, but the headteacher ensures that the delivery of the subject does not suffer because of this. The scheme of work is to be reviewed to bring it in line with Curriculum 2000. The school has already identified that there is a good range of first hand experiences but more emphasis needs to be place on the progressive development of designing, making and evaluating skills.

GEOGRAPHY

146. Learning observed in the few lessons seen during the inspection was satisfactory or good. Nevertheless, by the end of the key stage pupils' knowledge and understanding of geography is below the level expected for pupils of this age. This is a result of insufficient time being allocated to the acquisition of geographical skills, knowledge and understanding in Year 6. Satisfactory or good progress was being made in the narrow range of activities observed during the inspection, particularly in Year 3. Here the curriculum is delivered separately from other subject areas.

147. Pupils in Year 3 draw pictures and simple maps of their own locality, and accurately locate features such as flats, houses and the park. They describe the main features of the local infrastructure including modes of transport and key local services such as the post office, fire station, and shops. They accurately locate and identify the River Thames, Canary Wharf, Tower Bridge and Docklands, and use appropriate geographical terms such as 'physical' and 'human' features. This term pupils are making simple comparisons between towns, villages and cities. Year 4 pupils examine the environmental impact of pollution, and study noise levels and the amounts of litter in and around school. They collect data and produce graphs showing variations in noise levels, and identify busy and quiet times of the school day. Year 5 pupils study the similarities and differences in mountain environments, and compare the Lake District with the Alps and the Himalayas. They use atlases well to record the distribution of mountainous areas in Britain and the world. Although many pupils can identify mountain ranges, they are unsure of the difference between climate and weather when describing these environments. In Year 6, geography is integrated through information technology based activities, and geographical skills, knowledge and understanding are not being taught in separate lessons. This results in missed opportunities to develop these skills in a systematic way.

148. Pupils' attitudes to geography in the few lessons seen are satisfactory. Younger pupils work reasonably well in small groups. They attentively watch a video of English village life, and sensibly discuss their responses to geographical questions such as 'what are the different land uses in Hundon?' Older pupils can talk about environmental issues and human and physical features within the local landscape. They understand ways in which people affect the environment and why it is important to address issues such as pollution. They can identify features from maps and photographs, and talk about the features of weather in different parts of the world. Pupils have positive attitudes towards geography, particularly environmental issues. At times there is restlessness particularly amongst those older pupils who do not have well-developed skills in working independently. Teachers quickly address any misbehaviour and pupils respond positively because they clearly understand what is expected of them.

149. In the small number of lessons seen teaching was at least satisfactory or good. Teachers' planning is detailed, and clearly shows what pupils have to learn. For example in Year 3 pupils identify and describe what a village is like, in Year 5, compare the climate of London with that of the Himalayas. Focused questions are used well to assess what pupils understand and recall, and to challenge pupils to make further comparisons. For example, some pupils struggled when comparing similarities and differences in temperature graphs. The teachers effectively broke the task down into smaller steps and asked questions such as 'Which is the warmest month?' Pupils were then able to identify simple distinctions and concluded that Katmandu was much hotter than London at all times. This good teaching enables pupils to make good progress within the narrow range of activities observed during the inspection.

150. Scrutiny of work shows that tasks are not always sufficiently well matched to the range of pupils who work at different rates. There is little evidence of higher-level geographical skills being taught. Work is regularly marked and positive comments are made, but these do not focus on improving geographical understanding. Occasionally there is unnecessary colouring of work, which does not add to pupils' knowledge or understanding. Pupils' presentation of their work across the school is sometimes untidy.

151. Geography is currently a low priority in the school. Whilst there is a good policy and a scheme of work, there is no systematic monitoring of standards. Resources are very accessible, of good quality and sufficient in quantity. Good use is made of videos to provide pupils with visual information. Good use is made of the local environment for geographical study and pupils have also visited a farm, Canary Wharf, and the Thames.

HISTORY

152. Overall satisfactory progress is made in history. This level of progress has been maintained since the last inspection. By the end of Key Stage 2, the quality of their work is at a level expected for pupils of this age, which denotes a slight improvement since the last inspection. There was insufficient evidence to make a judgement about the quality of teaching.

153. Pupils in Year 3 develop a sense of chronology by drawing a time chart of their life. They ask historical questions such as 'what is known' and 'not known' when looking for evidence from artefacts buried in Sutton Hoo. When carefully examining the picture of a helmet they discover it was used in battle and belonged to a wealthy person. Year 4 pupils study the Romans in London and visit a Roman Exhibition to learn about kitchens, food and servants. They can make distinctions between a rich and poor person's kitchen and describe a Roman slave's life, and satisfactorily make their own factual and descriptive notes on Roman life. Pupils visit the London Museum when studying the Tudors, and develop empathy for the period through dressing up in costume. They also visit Geffrye museum, Sutton House and the National Portrait Gallery to broaden their experiences. Pupils can successfully draw sketches of Tudor dress and name various components accurately including ruff and garters. They develop their skills in chronology by comparing their own family tree and with one for the Tudor kings and queens, and place key events such as the Armada on a time line from 1485 to 1588.

154. Year 5 pupils develop a good understanding of Victorian social history through the performance of *Ned Stage the story of a poor Victorian boy*. They use drawings of local Victorian buildings to inform the set design. Particular attention is paid to chimneys, windows and doors. Pupils visit the Bethnal Green Toy Museum and draw artefacts such as the penny black stamp and Victorian pillar-boxes. They take on the role of Victorian sailors and visit the Cutty Sark at Greenwich. Pupils describe the ship as a 'clipper' and know it was used to carry tea from China and wool from Australia. When studying World War II they list the main leaders in Europe and can state when the war began and ended. They use photographs taken during the war to make observations and give opinions, for example, 'children are being evacuated because the war is going to begin'. Pupils visit the Imperial War Museum where some pupils are dressed as evacuees.

155. By the end of Year 6 pupils studying the Egyptians have built on their previous knowledge and understanding when visiting museums. They look at ordinary ancient Egyptian life and make simple deductions from the clothes that were worn. They consider what archaeologists can tell us

about the past from a study of artefacts, and use appropriate historical terms to describe the building of a pyramid. They have a satisfactory understanding of the Egyptian burials and beliefs, and report that 'inside the third coffin was the mummy'; and 'they believed the only way they could enjoy life in the next world was if bodies survived'. During the inspection Year 6 pupils were studying famous people in Tudor times. They made good use of a range of biographical sources to describe the life of people such as Shakespeare and Isaac Newton.

156. Pupils record carefully what they learn in each lesson in their exercise books; this focuses them well on the task. Their presentation of work can be good, particularly in the upper school. Lower-attaining pupils are well supported. Year 6 pupils' work reflects differences in ability, although there is little evidence of the use of higher level interpretation skill to resolve conflicting sources of information.

157. Marking is done and positive comments are written, however, marking is rarely used to inform pupils of how to improve their work. In the lower part of the school, work is often based on worksheets and occasionally there is unnecessary colouring which does not develop pupils' skills or understanding in history.

158. History is a low priority subject in the school and currently there is no co-ordinator. Work is planned from a published scheme of work. Teachers select units of work or follow their own themes. History is often linked with literacy, information technology and art. However, there is no regular annual review of work to ensure that teachers are building on pupils' previous historical knowledge and skills. Very good use is made of resources, particularly visits, to widen pupils' perspectives of historical sources of information.

INFORMATION TECHNOLOGY

159. Attainment in information technology at the time of the last inspection was 'below national expectations', and pupils did not 'make sufficient progress'. Evidence from the present inspection shows that standards of work are above national expectations, and pupils make good progress in lessons. This is a significant improvement and there has been very good progress since the last inspection.

160. This improvement has been made as a result of:

- Better allocation of time to the subject.
- A well constructed scheme of work supporting learning in many areas of the curriculum.
- Well-planned lessons.
- The purchase of computers and software of good quality, and the development of an information technology suite.
- Lessons are lead by the co-ordinator, and planned in co-operation with the class teacher or subject co-ordinator.
- The contributions of a well-informed and hard working co-ordinator.
- Detailed and comprehensive assessment procedures to support lesson planning and curriculum development.

161. Information technology is fully integrated into other subjects in the school. Pupils have lessons in basic information technology skills, after which they learn to use these skills to support work in other subjects of the curriculum. The success of this strategy owes much to the leadership and management of information and communications technology, which is very good. At the time of the last inspection the school was 'offering a very limited information technology curriculum', and 'very little information technology work was seen'.

162. The majority of pupils develop their word processing skills very well. Pupils know how to enter text and manipulate it by changing font size, style, and colour. They know many of the functions of commercial word processing programs, and confidently demonstrate the use of the spell checker and short cuts. Pupils are able merge pictures and digital images which have been enhanced and cropped. They confidently compose and edit their work on screen, check it for accuracy, and consider layout and presentation to maximise the impact on the audience. Pupils are able to work at their writing during classroom lessons using text processors. They edit and format the text in the information technology room by downloading it onto personal computers. Pupils in Year 6 develop their skill further when visiting the Newspaper Education Trust and produce their own newspaper. They play the part of reporters and editors and learn the skills of answering a telephone and taking notes. They also send and receive information using a fax machine and email.

163. Pupils have good opportunities to develop their control skills. They successfully enter data to control a floor robot, and are able to use a simple technical language to move an icon around the screen. For example, pupils in Year 4 were challenged to produce a pattern on screen, and had to break down the task into a set of instructions or procedures, which were tested and modified. Others entered these procedures using the keyboard to see if they achieved the same result.

164. Pupils confidently explore information held on information technology systems, such as multi-media databases. For example, pupils throughout the school are confident at accessing and interrogating information held on CD ROMs. Pupils in Year 5 create their own databases, for example; a series of measurements in miles and kilometres. They paste this information into a spreadsheet and apply a formula which converts miles to kilometres and presents this information as a scatter graph. They are asked to interpret the findings, and understand that inadequate information gives unreliable results.

165. Attainment by the end of Key Stage 2 is above expectations. In basic skills lessons, pupils in Year 6 achieve good standards in formatting text, and to combining it with pictures. They manage the mouse with ease, know how to access, retrieve and save work successfully. Pupils can use a scanner well, and successfully interrogate data held on multimedia CD ROMs. They produce and manipulate pictures and digital images well using professional painting and drawing software. They use their information technology skills for a range of purposes in other curriculum areas. In English, pupils achieve very good standards in the communication and handling of information through the application of word processing techniques. For example, they use a desktop publishing package skilfully to produce a newspaper and a school magazine. In mathematics, pupils confidently achieve good standards in graphing techniques and the use of spreadsheets. For example, pupils collect data about their pets and use this information to plot charts and pies graphs. They check the results by applying a simple formula. In science, pupils collect, process and plot data such as the variation in daytime temperature during the first fifteen days on May. In history, pupils produce multimedia projects about the Tudors. They start by painting a picture of a famous Tudor and added text boxes, buttons, sounds, clip art and digital

images. In art, pupils use graphics software successfully to reproduce the work of famous artists such as *On the beach at Asniere* by George Seurat. They use the copy and paste functions for blocks of sky and beach, and effectively manipulate the brush tool as single clicks to get the 'Pointillism' effect that Seurat pioneered.

166. There were several examples during the inspection of pupils completing all of their lessons using the computer screen. For example, following an introduction by the co ordinator, a group of Year 4 pupils were able to draw the lines on symmetry for a number of two dimensional shapes. They drew the shapes on screen, plotted the lines of symmetry and typed a conclusion. The teacher was able to assess their work and then set them new challenges to investigate more complex shapes. At no time during the lesson did the pupils use pencils, mirrors or drawing instrument.

167. Whenever, pupils were seen working on the computers, their response was always very good. They are enthusiastic and work well together, supporting each other. They receive help from knowledgeable teachers and assistants. Pupils with special educational needs are well supported and make good progress. For example, one group decided to produce a simple newspaper about their activities at a local adventure centre. Each pupil was able to report on one activity with the support of the information technology co-ordinator. They explained what they did, what they had learnt and whether or not they had enjoyed themselves. Pupils were able to think of a Masthead, add a graphic, use a sidebar, enter their report using a keyboard, and then print the article in colour.

168. Pupils with English as an additional language are well supported and make very good progress. Appropriate attention is paid to the careful use of specialist vocabulary, and pupils are very well supported in class. They enjoy using computers, and are very keen to do well.

169. Progress and attainment is further enhanced during the lunchtime computer club, when pupils produce a school magazine. Pupils work in pairs and each produce a page for the publication. They use professional publishing software and access the Internet for pictures and information. Digital images are also taken and are scanned into their work. Articles include a news and review section, a puzzle corner and a school news page.

170. Pupils are well taught. Teaching is always at least satisfactory, and it is good in three quarters of lessons. This is a significant improvement on the findings of the previous inspection report when teachers did not have 'sufficient knowledge about the subject for it to be taught effectively'. Teachers are secure in their knowledge of information technology and how it enhances other curriculum subjects, so planning is good. Technical language is used appropriately and supports the development of understanding. Pupils are very well managed, and their own enthusiasm is an important factor supporting the progress they make. Many persevere when they encounter problems, and enjoy solving them. Good quality questioning is used to extend pupils' understanding. Learning support assistants and additional teachers are well briefed and promote learning very well. They keep good records to inform them of pupils' achievements, and this helps the co-ordinator to plan the next activity. In the best teaching, there is effective intervention to improve the standard of work or to support pupils through difficulties. Planning carefully develops pupils' basic skills by breaking down the learning into small, achievable parts and then providing time for all pupils to consolidate their skills. Very good resources are deployed well, and good use is made of the time available to maximise pupils' learning.

171. The management skills of the information technology co-ordinator, and her technical skills, underpin this success. There is a clear vision of what has to be done over the next few years, and planning matches these aims closely. Statutory requirements are met. Liaison work with class teachers is very effective; with the result that planning across subjects is good. The co-ordinator has wisely introduced the Qualification and Curriculum Authority guidelines, and is integrating these alongside the schools own good scheme of work. This has had a good effect on standards of teaching and learning throughout the school. The subject development plan is well prioritised and provides clear direction for further improvement within the context of the overall school development plan. Resources, especially computers, have been built up well and now provide good support for pupils' learning, and this is enabling new ranges of skills to be successfully introduced. Pupils are already learning to send e-mail and to access to the Internet, and this will improve once additional cabling is completed.

172. The co-ordination of information technology has been strengthened since the previous inspection, with the result that development has been coherent and very effective. New assessment procedures have been introduced which are having a significant effect on standards. Assessment data is recoded for each pupil, and this is used to set individual targets as well as develop the curriculum. This also enables the co-ordinator and class teachers to judge the effectiveness of provision for information technology.

MUSIC

173. Progress in music is good. This represents a significant improvement since the last inspection when attainment was below national standards and pupils did not make sufficient progress. The teaching by specialist teachers is of a very high quality.

174. The school now has a very enthusiastic part-time music specialist who teaches all classes. Class teachers play an active and supportive role in all lessons. Pupils make steady progress throughout the school and, by the end of the key stage, are able to perform with confidence, control and an awareness of style, making expressive use of phrasing. They have a good knowledge of different musical styles, classical, folk and pop music and music from different times and places. They perform an individual part with confidence and control, and learn to interpret the mood of the music. Pupils show an awareness of other performers and their own part within the whole, and develop musical ideas and compose music for different purposes. Year 3 pupils work in groups to compose a theme tune based on *Peter and the Wolf*, with which they are familiar, using the notes C, D, E, F, and G. They concentrate particularly on the tempo and the pulse. Year 4 pupils develop rhythm and improvisation skills, based on the *Bare Necessities* song, and successfully maintain rhythms over set group patterns. They also work with another part-time specialist music teacher, in groups, to compose and perform music to represent the water cycle, in conjunction with their work in geography. Pupils in Year 5 create a piece of music to represent a storm, in relation to their work on *The Tempest* with the English Shakespeare Company and in their literacy lessons. Year 6 pupils depict mood and emotion, through narrative music, as they compose and perform pieces for the death scene in *Romeo and Juliet*. They experiment and improvise melodic/rhythmic ideas on the theme of death, working as a whole class in instrumental groupings. They recognise pitch, duration, dynamics and tempo. They develop sensitivity for audience, venue and occasion. They are generous in their appreciation of the efforts of others.

175. In an assembly, a small number of pupils demonstrated their skill on the harmonium. A Year 5 class sang a song about joy and happiness, tunefully and with expression. Pupils are taught to sing in two parts. They are encouraged to reflect upon the mood of the music that they hear in assembly and in music lessons. Through music, pupils work together socially and listen to a variety of styles of music from different cultures and from well-known composers and performers.

176. Teaching is good. It was good in the five lessons seen. It is based on specialist knowledge and understanding and an affinity with music. Basic skills are taught well. Pupils are taught to listen with attention to detail, to 'hear in their heads' and to distinguish the musical elements of pitch, duration, dynamics, tempo, timbre and texture, and to use these within a structure. Planning is good and provides opportunities for pupils to listen, appraise, compose and perform. Effective teaching enables pupils to learn to identify the sounds made by a variety of instruments, to identify how musical elements and resources are used to communicate a mood or effect, for example, the sound of rain, and to recognise ways in which music reflects the time and place in which it is created. Pupils are managed well and they are encouraged to express their ideas and opinions about music. They develop a musical vocabulary, as a result, and confidently use musical knowledge to support their views. Teaching encourages pupils to learn through experimentation, to improvise rhythmic and melodic ideas and to use sounds and structures to achieve an intended effect. Pupils enjoy music and put a lot of creative effort into their work. They work at a good pace and acquire knowledge, skills and understanding at a good rate. They are trained to assess their own learning and, consequently know what steps they have to take to in order to improve their composition or performance. Pupils with special educational needs perform as well as others in their group. Pupils, for whom English is an additional language bring an added richness from their own musical heritage.

177. There is a policy for music and a scheme of work which is used effectively. It provides a basis for interesting lessons which enable pupils to make progress. Leadership and management is good and is based on secure knowledge. There are opportunities for pupils to extend their musical experience through the recorder group, harmonium group, year group choirs and involvement with outside groups. For example, pupils in Year 6 have been working with students from the Guildhall School of Music over a period of time and, together with pupils from other schools, created a piece of music which they have recently performed at a local school. All year groups are given opportunities to perform to the rest of the school and to parents and visitors. For example, Year 5 have recently performed sea shanties that they composed after visiting the 'Cutty Sark'. Year 3 have done a lot of work on *The Magic Flute* and also on medieval music, and this was reflected in their public performance. Year 6 will shortly be giving a performance of *Romeo and Juliet*. The co-ordinator is competent to demonstrate the playing of a number of orchestral instruments, such as the flute and saxophone and she is keen for the school to extend the number of visiting musicians that it receives. The weaknesses in the earlier inspection report have been addressed and there is an interesting range of musical activities to challenge pupils. The improvements that have been effected should be further strengthened by improving current assessment and recording procedures, in order to enable teachers to gain a clear picture of pupils' attainment, using assessment information to plan even more challenging tasks for all levels of ability. Resource provision is good, is readily accessible in a designated music room and is used well.

PHYSICAL EDUCATION

178. At the last inspection, standards in physical education were noted as being 'below national standards at the end of the key stage'. At that time there was no co-ordinator for physical education. The situation has not changed since then and the subject remains unsatisfactory.

179. The school recognises this weaknesses, but has been unable to attract and retain a permanent co-ordinator for physical education. In order to meet this weakness the school has employed qualified instructors for football and traditional dance.

180. Whilst pupils make sound progress in games, traditional Bengali dancing and outdoor adventurous activities, work in swimming does not yet produce a high enough rate of success and progress in gymnastics and other aspects of dance are not yet good enough.

181. There is no clear scheme of work which will support teachers in their planning and teaching of basic skills, and ensure the step by step acquisition of skills knowledge and understanding currently missing from the work. Assessment in the subject is unsatisfactory and does not help teachers to see the progress pupils make over time.

182. In two games lessons seen, where teachers had sound subject knowledge, good demonstrations were given of basketball and hockey skills, so that pupils could see what was being asked of them. The level of teaching of these skills was at least satisfactory. As a result, pupils worked hard at their tasks and made good progress in acquiring new skills. However, in two gymnastics lessons seen, the level of knowledge held by the teachers was not enough to carry out the lesson, teach the skills effectively and thus drive forward progress. A clear scheme of work would have allowed teachers to place this lesson in context with the overall acquisition of gymnastics skills and pupils would have built more easily upon previous work.

183. In a lesson carried out by a visiting football coach, pupils were able to see the links between healthy living and the need for a good diet, if one is to be able to commit time to sporting activities. Although there were some weaknesses in the teaching, the over-riding message was clear and pupils were able to link their knowledge of science with physical education. Their workbook for this project shows clear links with literacy, numeracy, geography and history.

184. Lessons and demonstrations seen in Bengali traditional dancing showed some good teaching of traditional steps, hand gestures and synchronised movements. Whilst both boys and girls took part, girls showed obvious enjoyment at their successes by putting on a display during a whole school assembly. Other aspects of dance, based on a more creative approach were not noted in planning and are currently not part of the school's work in physical education.

185. Where lessons were exemplified by good teaching, the attitudes and responses of the pupils showed significant improvement and as a consequence they worked harder and made better progress. In the lessons where teaching was weaker, pupils paid less attention, the control and management of pupils were not as successful and progress was much slower.

186. The school is endeavouring to provide some access for both boys and girls who wish to take part in lunchtime sporting activities, since clubs after school are difficult to organise, as a result of pupils out-of-school cultural and religious activities. It currently makes very good use of Shadwell Basin both during and after school, when pupils can take part in a number of water based activities. This not only meets the requirements of the National Curriculum, but gives many pupils good opportunities to gain self-confidence, self-reliance and add to their social development.

RELIGIOUS EDUCATION

187. Attainment in religious education is in line with the locally Agreed Syllabus at the end of Key Stage 2. Due to the school's drive to raise standards in English, mathematics and science, work in religious education has not received an appropriate allocation of timetable time. In some classes, lessons are 'squeezed' into too brief a time slots to enable effective teaching and learning to take place. Where lessons have slightly more time, as in a very good lesson in Year 6, pupils are able to make much better progress. Here, pupils had a good understanding of Judaism. They discussed the synagogue and compared it with the mosque. They compared the holy books of both Judaism and Islam and throughout showed a respect for other religion and beliefs. They discussed similarities such as the role of women in the places of worship, the acts of prayer and the lack of images within religious buildings. Pupils respond well to the interest created by the class teacher. Work is set, which is appropriate to the different abilities within the class and pupils for whom English is still a difficult language, receive very good support, almost at an individual level. As a consequence all groups make good progress.

188. In a lesson in Year 4, although the teacher was well prepared, knowledgeable and good at managing the learning in her class, the time limit of twenty minutes imposed by the time table, did not allow her to teach the lesson well, neither did it allow pupils to make good progress in their learning. A closer look at the timetabling of religious education is required to address the allocation of time to the subject in all classes.

189. The current scheme of work shows that pupils should be studying the religions of Christianity, Islam, Hinduism, Sikhism and Buddhism. However, there is a current lack of parity between these religions within some year groups, and too little time is allocated to compare and contrast Islam with the other major faiths, especially Christianity.

190. Assessment in religious education is not taking place. Although work is being recorded and marked, and there are no firmly established procedures for assessment as there is in other core subjects of English, mathematics, science and information technology. This is unsatisfactory. The co-ordinator does not have an opportunity to monitor the quality of teaching and so is unable to account fully for the standards of provision in the subject.