

INSPECTION REPORT

THE WINNS PRIMARY SCHOOL

Walthamstow

LEA area: Waltham Forest

Unique reference number: 103061

Headteacher: Mr G Hoare

Reporting inspector: Mrs Helen Ranger
OFSTED No: 22223

Dates of inspection: 15 – 18 January 2001

Inspection number: 209282

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior with nursery

School category: Community

Age range of pupils: 3 - 11 years

Gender of pupils: Mixed

School address: Fleeming Road
Walthamstow
London

Postcode: E17 5ET

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Appropriate authority: The Governing Body

Name of chair of governors: Mr S Baines

Date of previous inspection: December 1998

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9957	Shirley Watts	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27240	Tony Hooper	Team inspector	Design and technology Equal opportunities English as an additional language	
23054	Graham Johnson	Team inspector	English Religious education	
19227	Paul Missin	Team inspector	Mathematics Physical education	
8056	Howard Probert	Team inspector	Art and design Geography Music	How good are the curricular and other opportunities offered to pupils?
30669	Margaret Sandercock	Team inspector	Areas of learning for children in the Foundation stage History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Winns Primary School is a large community school with 575 full-time pupils between the ages of four and eleven and a further 80 children in its nursery who attend part-time. It is situated in a densely populated area of north-east London. Most pupils are of white United Kingdom heritage but about 30 per cent come from ethnic minority groups and, of these, 91 have English as an additional language. The main languages spoken at home by these pupils are Urdu, Turkish, Albanian and Tamil. The number of pupils eligible for free school meals in the school (34 per cent) is almost twice the national average. A very high proportion of pupils (42 per cent) have special educational needs. When children enter the nursery, their attainment levels are well below those expected for their age. The school has recently experienced higher than usual levels of pupil mobility with a significant number moving into or out of the school at various times in the school year.

HOW GOOD THE SCHOOL IS

The Winns provides a satisfactory quality of education for its pupils. Most of them make at least sound progress in learning in both key stages, although the standards achieved in national tests remain below national averages. The teaching seen reflected recent improvements and was good for children in the nursery and reception classes and in Key Stage 1. It was satisfactory with good features in Key Stage 2. Sound management provides a secure and caring environment for learning and has led to recent improvements in the standards achieved by pupils. The school is regarded well by parents. It gives satisfactory value for money.

What the school does well

- There is good teaching in many lessons.
- Pupils have positive attitudes to school, behave well and are keen to learn.
- The school supports pupils' welfare and their social and moral development well.
- There is an effective partnership with parents which enhances the quality of education.
- The nursery and reception classes enable children to settle quickly into school and to establish very good attitudes to their work.
- Senior staff and governors have secured recent improvements and increased the school's capacity to succeed further.

What could be improved

- Attainment in English, mathematics and science in all age groups.
- Weaknesses in teaching in a small number of classes and the way in which teaching is monitored.
- Standards in religious education and design and technology in Key Stage 2.
- Planning and teaching for the most able pupils.
- The procedures for assessing pupils' progress and how targets for improvement are set.
- The co-ordination of arrangements for pupils who have English as an additional language.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in December 1998, there were judged to be serious weaknesses in the standard of education it provided. Since then it has acted swiftly and successfully to improve to satisfactory levels. Although standards in English, mathematics and science have not yet risen to meet the standards expected of 11 year olds nationally, pupils make sound overall progress during their time in the school. There has been a considerable rise in attendance. The quality of teaching seen in this inspection was much better than previously and was based on improved planning of the overall curriculum and of individual lessons. Standards in information and communication technology were very low two years ago but are now average. However, the school has not maintained its standards in design and technology for pupils in Key Stage 2 and this age group still does not do well enough in religious education. Changes have been made to the management structure which have led to staff having clearly

defined roles and have enabled them to begin to monitor the quality of education more effectively.

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
	1998	1999	2000	2000
English	E	D	E	E
Mathematics	E	E	E	E
Science	E	E	E	D

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

The school's results for 2000 showed that the performance of its oldest pupils was well below the national average in all three subjects. When compared with schools with similar intakes, performance was well below average in English and mathematics and below average in science. The school met the target it set itself for English but did not achieve its target in mathematics. The group of pupils taking this test included almost half who had special educational needs and a larger than average number who had joined the school with low attainment at various times during Key Stage 2. Because of this, the levels of improvement in the school's results over the past five years have been below the national trend. The school has set targets for improvement in future years which are realistically based on pupils' current attainment levels but which are not yet challenging enough to bring attainment into line with national averages.

Inspection findings are that pupils' achievements are at least satisfactory in relation to their often low attainment on entry to the school and in a school which has high levels of pupils with special needs. In the lessons seen, pupils' learning was often good. In the foundation stage of their education, children in the nursery and reception classes reach nationally expected standards in their personal, social and emotional development, in their knowledge and understanding of the world, creative and physical development but their attainment is below expected levels in language and mathematics. At the ages of seven and eleven, pupils' standards in English, mathematics and science are below the national average. Standards in information and communication technology, art, geography, history and physical education are typical for their age. In music, pupils reach expected levels in Key Stage 2 and do better than average in Key Stage 1. Pupils attain the expected standards in religious education and design and technology in Key Stage 1 but below expectations in Key Stage 2 where lessons in these subjects are not yet rigorous enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and are keen to learn.
Behaviour, in and out of classrooms	Good in most lessons, in the playground and around the school. Behaviour is occasionally poor in lessons where teachers' control is weak.

Personal development and relationships	Good. Pupils develop initiative and independence. They get on well with others.
Attendance	Rates are improving and are currently close to the national average.

The school is a friendly, multi-cultural community where pupils show respect for each other.

TEACHING AND LEARNING

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

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

The teaching seen during the inspection was good in the nursery and reception classes. It was also good in Key Stage 1 where recent improvements were apparent. The previous work of this age group indicates satisfactory teaching over their time in school. Teaching was satisfactory with many good features in Key Stage 2. The teaching in 92 per cent of lessons was at least satisfactory; 53 per cent of lessons were good and a further 9 per cent were very good. There were a few lessons (8 per cent) in all age groups that showed significant weaknesses, particularly in Key Stage 2. This was often because the teachers were unable to control pupils' behaviour and failed to hold their attention. The school is experiencing great difficulty recruiting both full-time and temporary staff and several of the weakest lessons were taken by staff who were providing emergency cover.

The key skills of English, mathematics and information and communication technology are taught effectively in all age groups, although the teaching of language and mathematics in the nursery does not focus enough on the contribution made by adults to learning. The teaching of social skills for the youngest children in the nursery and reception classes is very good. As a result, children settle into school routines quickly. Teachers in all age groups plan interesting and wide-ranging activities and have clear objectives for their work. This motivates pupils; they want to learn and join in lessons enthusiastically. Teachers cater for the needs of most pupils in class, including those with special educational needs and those who need support in learning English. Planning is less effective at times for the most able pupils. Good specialist teaching in music, dance and sport is helping pupils to make good progress in these areas. Pupils understand their work and respond well in lessons but their work and progress are often slowed by their relatively low levels of attainment in literacy and numeracy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The statutory curriculum is in place and there is a good range of additional activities.
Provision for pupils with special educational needs	Satisfactory. There have been recent improvements to plans and assessments for pupils with special needs in Key Stage 1 and there are plans to extend these to other age groups.
Provision for pupils with English as an additional language	Satisfactory. Pupils' language needs are identified and supported by teachers and ancillary staff but there are inconsistencies in planning for this group across the school.

Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. There are strengths in moral, social and cultural development. Spiritual development is satisfactory.
How well the school cares for its pupils	There are good procedures for pupils' welfare, health and safety but the information available on pupils' attainment and progress is not yet used sufficiently to raise standards.

The school maintains a good partnership with parents and provides them with satisfactory information about their children. The curriculum is supplemented well by provision for personal and social education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The senior management team has ensured that recent improvements have been made; all staff have clear roles and are beginning to manage their areas of responsibility well.
How well the governors fulfil their responsibilities	The governors support the school well. Most are active and well informed. They question sensibly what the school does.
The school's evaluation of its performance	The school increasingly collects information on how well its pupils are doing but is at an early stage in using this to secure improvements. The written development plans successfully communicate current priorities but do not reflect the quality of long-term planning that takes place.
The strategic use of resources	Satisfactory. Available funds are directed to areas of priority and their use is controlled and monitored well but the school retains a much larger than average proportion of its annual budget in reserve.

The management team has made improvements in key areas of teaching, pupils' progress and staff development. It is committed to raising standards further in all aspects of the school but has been adversely affected by problems in recruitment. The school adequately seeks 'best value' in its spending decisions by questioning what it does and ensuring that money is spent prudently. Levels of staffing and of practical resources are good. The extensive site provides very good indoor space and satisfactory playground accommodation.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school and make good progress. • The school expects children to do their best. • Staff are approachable and caring. • Behaviour is good. • Teaching is good. • Children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The inconsistent provision of homework across the school. • The quality of a few of the temporary teaching staff. • Information about their children's progress.

The number of parents who responded to the inspection questionnaire and attended the parents' meeting was low. Most of them expressed positive views and the inspection team broadly agrees with these. Inspectors disagree with the minority of parents who wanted more extra activities available to pupils outside school; the current range is considered good. The team agrees that more consistency is needed in the school's homework provision if it is to support pupils' learning more effectively but consider that the information given about pupils' progress is satisfactory. They share parents' concerns about the ability of a few of the temporary staff available to cover classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the national tests for its oldest pupils in 2000, the school's results showed that performance compared to national figures was well below average in English, mathematics and science. When pupils' results are compared with schools with similar intakes, performance was well below average in English and mathematics and below average in science. This group had high levels of pupils with special needs and a large number who had joined the school at various points in the key stage and who had low attainment on admission.
2. The trend in results for the school's 11 year olds over the past five years shows that pupils' performance has risen at a lower rate than the national picture. In 2000, the school's target for English was met but its target for mathematics was not. Appropriate targets have been set for the current Year 6 which are based on recent testing of pupils. These remain below the current national average but represent a slight increase on last year's results. This year group also has a high percentage of pupils with special educational needs.
3. Inspection findings for the current Year 6 group show them attaining below average standards for this stage of the year in the core subjects (English, mathematics and science). Standards are better than this in oral work, especially in English and science, and pupils' relative strengths in this aspect are not reflected in the low test results. Pupils' skills overall in literacy and numeracy, however, are below those expected for their age and do not support efficient learning in other subjects. In relation to their attainment on admission to the school, pupils' achievements are sound in all three subjects. This includes the high proportion with special educational needs and those who have English as an additional language. At times, the most able pupils do not achieve as well as they might because activities do not challenge them enough. Compared with the previous inspection report, while pupils' attainment in the core subjects has not improved, the progress they make is now judged to be satisfactory in relation to their attainment on admission to the school.
4. In Key Stage 1 in 2000, pupils' results in national tests showed that in reading, writing and mathematics, they were well below average compared with schools nationally and compared with similar schools. Teachers' assessments of their attainment in science were also low. At this key stage, the results showed a sharp drop over previous years when pupils attained average levels or above. Standards of attainment are lower than at the time of the last inspection. The school considers that this was mainly due to the high proportion in the 2000 year group who had special educational needs – almost half of the pupils. Inspection findings are that attainment in Year 2 is currently below average in English, mathematics and science. Again at this key stage, this is often a result of pupils' relative weakness in recording their work in contrast to their oral ability. Their achievements have been generally sound over time, although here again the most able do not do as well as they might.
5. In English, pupils in both key stages are good listeners. They concentrate well and listen carefully to others. Most become confident speakers and participate effectively in discussions. By Year 2, most pupils read simple texts accurately and the school's initiative to improve reading is having a positive impact on raising standards. This improvement is not yet apparent in writing for this age group. Pupils begin to write independently but struggle to write at any length. By Year 6, pupils read a variety of texts but the range is not wide enough to develop the breadth of vocabulary and the range of expression expected for the age group. Their writing also lacks depth and suffers from limited skills in spelling, handwriting and presentation. It is acknowledged that the school has correctly identified weaknesses in pupils' writing and has taken action to improve this in future. In mathematics, pupils' skills with numbers are near the national average in both key stages. As they move through the school, they develop the ability to manipulate large numbers satisfactorily. Other aspects of their attainment in mathematics are below average,

such as the areas of shape and measurement. Pupils also show below average skills in mathematical investigation and the ability to apply their knowledge to real-life situations. In science, in both key stages, pupils often have an appropriate knowledge of scientific facts but show below average attainment in their methods of scientific enquiry and recording.

6. In information and communication technology, pupils have made recent rapid progress since the last inspection and attain the nationally expected levels at both key stages. In religious education in Key Stage 1, standards remain in line with the expectations of the local Agreed Syllabus but are still lower than expected in Key Stage 2. Throughout the school, pupils now achieve satisfactorily in art, history and geography. These were weaknesses at the time of the previous inspection. They have maintained satisfactory standards in physical education. In music, satisfactory standards have been maintained for pupils in Key Stage 2 and there are strengths in Key Stage 1 where pupils achieve well, especially in singing. In design and technology, pupils in Key Stage 1 reach expected levels by seven but progress is unsatisfactory in Key Stage 2 where pupils do not make sufficient gains in their skills and have too few opportunities to develop their understanding of the subject.
7. When children enter the nursery at three, their levels of attainment vary considerably. Overall, they are well below the expectations for their age in the key areas of communication, language and literacy, in mathematics and in their personal, social and emotional development. Good progress in these areas during the nursery and reception years (the foundation stage) results in better levels of attainment when they enter compulsory education at the age of five but their attainment is still below average at this point in language and mathematical development. This is reflected in their scores in the assessments carried out in the school. Children are on course to speak and listen at the level expected by the end of the foundation stage but their early skills in reading and writing are below expectations. They are also on target to count as well as expected, recognise simple shapes and use words to describe position but are less able when solving problems and when applying their knowledge of number, shapes and measures to everyday situations. Effective teaching in the foundation stage means that, by the time children are five, they achieve the levels expected nationally in their knowledge and understanding of the world, their creative development and their physical development. In their personal, social and emotional development, they are enabled to make very good progress and are on course to meet the national Early Learning Goals by the end of the reception year. (The Early Learning Goals are expectations for most children to reach by the end of the foundation stage in each area of learning.)
8. In the lessons seen, there was no significant variation between the rates of progress made by girls compared with boys. The school increasingly analyses the gender trends from its results and takes action as necessary. Pupils with special educational needs make satisfactory progress according to their capabilities and in line with the targets set for them in their individual education plans. Their knowledge and understanding of basic skills such as letter sounds, sentence writing and managing numbers, although in many cases at a lower level than those of other pupils, develop at a satisfactory, steady pace. When given concentrated adult attention, either in a small group with a teacher assistant or when supported by specialist teachers, these pupils often make good progress. The progress of pupils with English as an additional language is satisfactory and enables them to have access to the same curriculum as other pupils as quickly as possible. They are supported by their class teachers and by classroom assistants in learning basic vocabulary and language structures. The school does not currently have any pupils which it identifies as especially gifted or talented but plans to ensure in future that the needs of any such individuals are assessed and met.

Pupils' attitudes, values and personal development

9. Pupils have positive attitudes to learning and almost all enjoy coming to school. This makes a considerable contribution to the standards they achieve and to the smooth running of the school. They listen carefully to their teachers and to other adults and show appropriate respect for their classmates. They are proud of their school and the majority wear school uniform. It is evident

that they take pleasure in their achievements. The staff know the pupils well and value them; the pupils in turn value other pupils, many of whom have different beliefs and cultures. Pupils have a concern for fairness and try to ensure that other pupils are dealt with as they would wish to be themselves. They develop a sense of responsibility which increases as they become older and learn to become more independent.

10. Behaviour is good both in the classroom and around the school, although there is a small group of pupils whose behaviour gives cause for concern. During the inspection, this group was most evident in the few lessons where teachers' management of unacceptable behaviour was poor. In the previous school year there were six fixed period exclusions, all of the same pupil. There have been no exclusions in this school year so far. Staff have had training in behaviour management and implement the behaviour policy well. This establishes a good climate for working and learning which pupils respond to positively. Pupils and staff are involved together in drawing up school rules and pupils accept the implementation of them as required. The staff give praise and 'stickers' as rewards. These are celebrated at assembly each week, are appreciated by pupils and encourage their continuing good behaviour.
11. Pupils respond well to the opportunities for personal development. They develop friendly and trusting relationships with staff and feel safe and secure. It is as a result of this that the majority are willing to try their best at various tasks, as they know they will receive encouragement. An example of this is that certificates are given for 100 per cent attendance and merit marks lead to a certificate at the weekly Celebration Assembly. Pupils show politeness by opening doors for adults and helping visitors in the school. They will greet people and talk to them spontaneously. There is a school council, which enables class representatives to be democratically elected and be involved in issues within the school; for example, methods of dealing with bullying. During the inspection, the election of a class representative was taken seriously by pupils who considered carefully what they would look for in a successful council member. Relationships are good and pupils help each other both in class and in the playground. There was considerable evidence of racial harmony throughout the inspection and pupils report that this is the norm.
12. Pupils work collaboratively and show initiative and imagination. An example of this is 'Business Enterprise Day' where pupils in Year 6 form small businesses and are given some money to set them up. The businesses are then open to the whole school and parents on one afternoon.
13. The school's latest published attendance figures for the reporting period which ended in May 2000 showed rates which were below the national average. However, they have improved considerably over the past three years and at a much faster rate than national improvements. During the entire school year of 1999-2000, attendance rose to be in line with the national average. Unauthorised absences are below the national level. A small number of pupils arrived late for school but this is monitored and followed up by staff.

HOW WELL ARE PUPILS TAUGHT?

14. The teaching seen showed a substantial improvement since the last inspection and the school has made satisfactory progress in overcoming the weaknesses identified at that time. During the inspection, teaching was good in the foundation stage and in Key Stage 1 and was satisfactory with many good features in Key Stage 2. It is acknowledged that several class teachers seen were either new to the school this term, employed on a temporary basis to cover vacancies or were providing emergency cover for staff absence. For reasons largely outside its control, the school is experiencing considerable difficulty in recruiting suitably qualified and experienced staff and this is having a negative impact on the quality of education it is able to provide. Pupils' progress suffers at times from a lack of continuity and the local shortage of skilled staff.
15. The teaching seen was at least satisfactory in 92 per cent of lessons – an improvement over the last inspection when only 85 per cent of lessons were judged to be satisfactory or better. This time, 53 per cent of lessons were good and a further nine per cent were very good. These figures

were twice the proportion of lessons considered good by the previous inspection. However, in Key Stage 2, the teaching in two classes had significant weaknesses and gave cause for concern. All three lessons which were judged poor were at this key stage. Inspectors' overall judgements about teaching are based on evidence of pupils' progress over time as well as on the lessons seen. Teaching is good over time for children in the foundation stage and is satisfactory in both key stages. Recent improvements to planning, consistency across year groups and the implementation of the school's literacy strategy have had a more positive impact on Key Stage 1 to date than on Key Stage 2.

16. At the time of the last inspection, most aspects of teaching for under fives were good and this was characterised by good relationships and a warm and welcoming staff. Since the last inspection, there have been changes in national guidance for teaching the youngest children in schools, with the establishment of the foundation stage, which includes all nursery and reception classes. Standards of teaching in the new foundation stage in the school continue to be good. Children receive a good start to their education in a lively and exciting nursery and teaching in the important area of personal, social and emotional development is very good. Teaching in reception is satisfactory overall, with a significant proportion of good teaching, and this further increases children's confidence and enthusiasm for learning.
17. Teachers share ideas when planning the foundation stage programme and plans are generally effective in practice. However, small but significant elements relating to the challenges presented to children are sometimes not evident in daily plans. As a result, the teaching of some skills related to the early development of mathematics, reading and writing receive insufficient attention in the nursery and teaching does not always reach the good standard seen in other sharply focused and well-planned areas. Tasks sometimes lack challenge for the children, particularly those who have already spent time in nursery, so that children who could move on more quickly than others are held back. Relationships between staff and children are very good in the nursery and have a very positive impact on developing children's self-confidence and increasing independence. In a significant majority of activities in reception, relationships are good and teachers manage children's behaviour very well. Children settle to tasks in a purposeful way, concentrate well and enjoy their work. However, during the inspection, children in one reception class exhibited inappropriate behaviour at times, reportedly due to recent changes in the relationships in classes which were brought about by new admissions at the beginning of the term. In one lesson in reception, where teaching was unsatisfactory, the management of behaviour was a significant weakness with the result that children were not fully involved in what they were doing.
18. Throughout the foundation stage, teachers and support staff work well together. Nursery nurses share in the planning, organisation and supervision of tasks well and are suitably involved in observations to determine what children have learned. Teaching assistants in the reception classes are fully aware of what children should be learning and give good support. However, the system for recording the significant steps in learning is not consistent across all areas of learning, with the result that records are not routinely referred to when planning work and progress in some areas of learning is slower than it could be.
19. Literacy and numeracy are given a high priority in both key stages and teaching and learning in both English and mathematics are satisfactory. There has been sound implementation of the national strategies for literacy and numeracy and key skills are taught regularly with particular strengths in reading and number work. Teaching and learning in science are satisfactory. Teaching encourages pupils' understanding of science as well as giving them factual knowledge but, because of their lower than average standards in literacy and numeracy, it does not enable them to record their work efficiently.

20. Throughout the school, the teaching seen in information and communication technology lessons was satisfactory and pupils' gains in knowledge over the past two years indicate that teaching since the last inspection has been effective in raising attainment from the previous low level. Improvements which have led to sound teaching in art have also succeeded in improving pupils' learning to a satisfactory level. In geography and physical education, teaching and learning are satisfactory. Specialist teaching in music has resulted in improved standards, especially in singing and in Key Stage 1 lessons. The school responded to the weaknesses in religious education and has secured satisfactory teaching and learning in Key Stage 1 but the improvements are yet to have a full impact in Key Stage 2 where teaching is unsatisfactory. It is less regular and less systematic and pupils' progress is still unsatisfactory. Teaching and learning have improved in both key stages in history. They are satisfactory in Key Stage 1 and are now good in Key Stage 2 where lessons are interesting and planned systematically. Lessons in design and technology are soundly taught in Key Stage 1 but, in Key Stage 2, teaching and learning are unsatisfactory and poorer than at the time of the last inspection. Pupils do not receive enough structured, skills-based teaching to enable them to reach the standards expected nationally.
21. Overall, teachers' subject knowledge is generally secure but inspectors saw weaknesses in a few lessons taught in Year 6 which gave cause for concern, for example in mathematics and science. Teachers throughout the school are still coming to grips with the details of National Curriculum levels, especially for older and more able pupils and, understandably, in the foundation subjects which have been revised recently. The key skills of literacy, numeracy and information and communication technology are taught regularly and satisfactorily. Planning of lessons is satisfactory. Most lessons have clear objectives and follow a sensible, progressive structure. Plans often outline how pupils with special needs will be supported and regularly include extension activities for the most able. However, planning for the potential higher attainers too often consists of them being required to do the same activity as the rest of the class first rather than having a challenging activity planned from the outset. In reality, pupils who speak English as an additional language are supported well by adults but teachers' written plans rarely contain details of specific support for this group or an analysis of the stage they are at in learning English which would help the teacher to assess progress.
22. Teachers adapt lessons appropriately for pupils with special educational needs so that their learning is at a satisfactory level, with examples seen of good learning when supported by specialist teachers or teaching assistants. Although individual education plans for some pupils in Key Stage 2 have not been reviewed since the newly appointed special needs co-ordinator took up the post, the majority of teachers know pupils very well and adapt challenges reasonably to meet pupils' needs. Up-to-date individual education plans are available for pupils in Key Stage 1 and for many in Key Stage 2 and teachers make suitable reference to these. In class lessons, attention to pupils' learning targets is usually implicit in tasks set but targets are not always highlighted in lesson plans, nor shared with pupils and teaching assistants. As a result there is sometimes a lack of specific focus in pupils' work. Teachers seldom assess learning and record achievements during teaching, which prevents pupils moving forward at a more rapid pace, and making good progress consistently. Good relationships exist between teachers, support staff and pupils, leading to an easy rapport with the result that, when pupils ask for help, they receive appropriate support. When pupils' learning is good, as it was in the Year 6 mathematics group seen, a positive factor of the teaching was the high quality discussion between pupils and the teacher. Patient explanations, calm, sensitive management of behaviour and the careful attention paid to using appropriate vocabulary ensured that pupils stayed focused on their work and had good feelings about their level of success.
23. Teachers generally have realistic expectations of what most pupils will achieve but their expectations of the most able pupils are not yet high enough. This was a criticism made at the time of the last inspection which has not been sufficiently resolved. In most lessons, teachers' methods are good, although, in weaker lessons, there is an over-emphasis on teaching facts rather than skills. Explanations are clear and tasks usually structured to balance adult input and pupils' activities well. Many lessons benefit from an introduction to review previous learning and to

present new work, followed by group or individual practice and a summary session to review what has been learned. Pupils usually understand what to do and what the teacher intends them to learn.

24. Teachers and support staff manage pupils' behaviour well and promote good working relationships in most classes. This is achieved by a calm, friendly and consistent approach. Pupils feel valued and want to work. Adults handle mistakes or any lack of confidence well, making pupils feel that their contributions are important. However, in a few lessons seen, there were significant weaknesses in the way pupils' behaviour was managed. Noise levels and disruption were allowed to rise to an unacceptable level and the teachers were unable to control this. As a result, pupils did not make progress.
25. Time is used well in many lessons but teachers vary in how well they fill the extra time in periods allocated to literacy and numeracy hours. The snack time allowed after the morning break is also used inconsistently and, at times, simply extends the break and cuts down the time available for learning. Ancillary staff and support teachers are deployed well. They work closely with class teachers and give regular, useful attention to pupils. The special needs co-ordinator is deployed well to enable Year 6 to be divided into ability groups for mathematics and she makes a valuable contribution to the progress of below average pupils. The school makes very effective use of instructors in music, dance and sport. Their specialist expertise is considerable and they take a leading role in many good lessons where they are supported by the class teacher.
26. The quality of ongoing assessment has strengths and weaknesses. Teachers and other adults give pupils good oral feedback on their work and monitor their progress informally in lessons by regular checks of how they are getting on. This supports pupils' learning and gives them a good understanding of how well they are doing at the task in hand. Teachers often make useful, informative evaluations of their lessons which they reflect in their subsequent planning. They do not yet refer to assessments of pupils' levels of attainment in the National Curriculum enough to support their lesson planning and too rarely set individual targets for pupils to achieve. Marking is generally weak and does not give pupils enough information about how well they have done or how they could improve.
27. Satisfactory homework is given overall. Reading practice is given regularly to pupils in Key Stage 1 which is contributing to the improvements in standards. Provision in other areas is patchy and the inspection team agrees with the comments of a minority of parents that there are inconsistencies between classes in the effectiveness of homework.
28. As a result of the teaching provided, learning is good in the foundation stage and satisfactory over time in Key Stages 1 and 2. This includes those pupils with special educational needs and those who have English as an additional language. Pupils acquire skills, knowledge and understanding in more systematic way than at the time of the last inspection. Levels of interest and concentration are good in all age groups. As they move through the school, pupils become more independent in their learning.

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

29. The quality and range of learning opportunities provided by the school are satisfactory. The adoption of national guidelines has led to an improvement in curriculum planning since the last inspection. The school's curriculum is broad, balanced and meets the legal requirements of the National Curriculum and the local Agreed Syllabus for religious education. It is incorporating national guidance for children in the foundation stage well and provides those in the nursery and reception classes with an appropriate early years' curriculum. In both key stages, there is an analysis of time allocated to each subject and this is broadly in line with similar schools nationally. This is an improvement since the last inspection when it was a key issue. The school is developing a satisfactory curriculum co-ordination structure under the leadership of the deputy

head and subject co-ordinators.

30. All subjects have a policy and a scheme of work. The school is currently incorporating national guidance and working towards implementing Curriculum 2000 in subject areas. Provision has been made for the teaching of literacy and numeracy skills on a daily basis and this has had a positive effect upon standards.
31. Pupils with special educational needs are fully included in all aspects of the work of the school and provision is satisfactory. Teaching is supported well by satisfactory individual education plans for pupils in the foundation stage and Key Stage 2. Planning for these pupils is good in Key Stage 1 where arrangements have recently been reviewed and pupils' individual plans are used better by teachers. The high proportion of pupils with special educational needs in the school has prevented the new co-ordinator from completing the thorough review of all pupils at Key Stage 2, though this will shortly be done. A strong feature of the provision for pupils with special educational needs throughout the school is the encouragement of social skills and behaviours that are appropriate for pupils as members of the school community. These pupils enjoy being at the school and appreciate the good level of inclusion. Both parents and pupils agree that pupils are well supported, fairly dealt with and 'this is the best school!' Pupils with statements of special need are given the levels of support recommended in their statements and other pupils are given the designated level of support in class.
32. The school generally promotes equal opportunities effectively and this ensures that all pupils have access to the curriculum. There is an analysis of test results to identify pupils who are under-achieving so that they can be helped appropriately. In 2001, targets for pupils will be set that will take account of ethnicity and gender. In 2000, it was found that some of the girls in Year 6 were under-achieving in mathematics. As a result of this analysis, the acting deputy headteacher and an adviser from the local education authority monitored mathematics lessons to check that the content was equally suitable for boys and girls. The school does not have in place a mechanism to identify gifted and talented pupils and to ensure that curricular and other opportunities are well matched to the needs of this group. Lessons do not always take enough account of the needs of the more able pupils. Pupils who have English as an additional language are given satisfactory support in lessons. However, the school does not make the best use of the information available about these pupils and does not have an overall systematic approach to supporting their progress.
33. There is a good programme of personal and social education in place. This includes discussion during Circle Time lessons. (In 'Circle Time', pupils have opportunities to explore feelings and reactions of different types of people in different situations). Pupils develop social skills through the high expectations of the teaching and the example of adults. A group is run by the East London Schools support worker to help pupils in Year 2 to develop self-confidence and self-esteem as they move into Year 3. It is hoped to extend this to other ages later in the year. The school council encourages and develops social skills in pupils of all ages by discussing various issues and the ways they might be resolved. Governors have decided not to adopt a separate programme of sex education and drugs awareness sessions are at an early stage of development, although the school is currently consulting with the local education authority to provide an agreed approach to these matters. Pupils have opportunities to become efficient cyclists through the training provided by the Road Safety Officer and the local police visit to gives talk on issues such as vandalism.
34. The provision for extra-curricular activities is good. Pupils take part in a wide range of sport including football, netball, hockey and athletics and they enter inter-school events. Pupils in Year 6 have the opportunity to attend a three-day residential study. In addition the school has involved visiting specialists to organise dance and art clubs. Extensive use is made of a local environmental study centre to support learning in geography and science. The school also provides a range of informal, indoor activities at lunchtime and after school which are well supported.
35. The school has fostered good links with the community to support pupils' education. The co-ordinator for Key Stage 2 liaises with local secondary schools over transfer arrangements.

Teachers from secondary schools visit the school to teach art and drama, for example, and pupils from Year 6 visit the secondary school for sport. The school makes good use of an East London Schools' Fund worker to support individual families with particular needs. A toy library is supported by the school and parents, enabling young children to have good access to toy loans.

36. The provision for pupils' personal development is good. This aspect of the school's work supports pupils' overall progress well. Arrangements to provide for the spiritual dimension of pupils' lives are satisfactory and have improved since the last inspection. The school plans for this mainly through lessons in religious education and through collective worship. Friday's assembly is predominantly for celebration and parents are invited to see children receiving their certificates. The local clergy lead weekly assemblies. The teachers and other adults in the school value pupils' ideas and feelings, as is seen through the school council. Satisfactory opportunities for collective worship take place daily, although these could usefully give more time to allow the pupils to reflect on the relevance and meaning of what they have heard. Music is used to encourage the pupils to be quiet and listen. Visits are made to various cultural and religious venues and visitors come into school to allow pupils to gain an understanding of the broader issues of religion and culture.
37. The school's provision for pupils' moral development is good. Teachers have a high expectation of how pupils should behave and communicate their expectations clearly. Pupils are aware of the difference between right and wrong and contribute to the rules pertaining to behaviour and the sanctions and rewards. Teachers treat pupils with respect and this is reciprocated. Collective worship and religious education lessons give guidance to pupils' moral development.
38. There are good opportunities for pupils to develop their social skills. For example, pupils in lessons often work in pairs or small groups and those with special needs are fully integrated into classes with other pupils. The social dimension is also promoted by links with other schools which include a variety of sporting schemes. Pupils are encouraged to adopt sensible attitudes, not only to others but also to the school building and the environment. Pupils are encouraged to take responsibility, as appropriate to their age. The school council is an example of representatives from all classes from Year 1 upwards being able to take part in discussion, voicing the opinions of others. The last inspection report considered that pupils had insufficient opportunities to take responsibility but this has since been rectified.
39. Provision for pupils' cultural development is good and has improved since the last inspection. It reflects the ethnic and cultural diversity of the community and is supported by pupils' work in literature, art, music, history, geography and religious education. Pupils have valuable opportunities to visit places of cultural interest and visitors come into the school to share their cultural knowledge. An example of this is the music instructor who shared the various types of West Indian drums in a lesson seen. Dancers and musicians have been into the school and pupils have worked with a variety of professional artists. Pupils take part in events such as 'Black History Month'. Pupils visit a local church, mosque and synagogue and Sikh parents have spoken about their faith and traditions in assembly.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The procedures for ensuring pupils' welfare and for child protection are good and have a positive impact on the standards achieved. They are based upon staff having a detailed knowledge of the pupils. Appropriate records are kept of medical needs. The school works closely with visiting professionals who contribute advice and support which is then collated for the staff.
41. All staff contribute to pupils' welfare and carry out agreed routines. This was seen in the effectiveness of the welfare assistants in the medical room when pupils hurt themselves. The procedures for child protection are understood by staff and the acting headteacher has received appropriate training for his overall responsibility in this area. Satisfactory links are maintained with social services as necessary. The East London Schools support worker provides a valuable

link between the school and families who may benefit from additional help from time to time.

42. Since the last inspection, attendance has risen and is now satisfactory. This is due to careful monitoring and follow-up of absences by the school and the good links with the education welfare officer. This enables both parents and pupils to understand that unexplained absence is unacceptable and show pupils that attendance is valued. There is also careful monitoring of lateness which is quickly followed up.
43. Procedures for monitoring and encouraging good behaviour are in place and are successful. The staff have been involved in recent training on behaviour management. While there was no direct evidence of bullying during the inspection, teachers led pupils in sensitive discussions about how this can be handled and kept to a minimum. 'Bully boxes' in the halls enable pupils to communicate their concerns to staff if they do not wish to speak to them directly. Most classes have clear procedures and expectations of behaviour which pupils understand. A monitoring system enables patterns of behaviour to be observed. A 'red card' system ensures that if there are difficulties anywhere in the school, help is immediately forthcoming from additional adults.
44. The pupils are proud of their school and there is no graffiti or litter. Health and safety audits are carried out, as are regular site inspections. There is a system which ensures that any safety issues are quickly dealt with by the site manager. The site manager and his team of cleaners are very efficient in keeping the site and building extremely clean and in good repair and this is appreciated by pupils and their parents.
45. At the last inspection, assessment practices were judged to have been poor but since then the school has made good progress in addressing this weakness. However, although there are currently good elements to the school's assessment systems, there are also important shortcomings which continue to limit the school's capacity to improve the overall standards achieved. Strengths in assessment provision include a detailed and thorough whole-school assessment policy which provides helpful guidance to teachers and the appointment of a knowledgeable and effective assessment co-ordinator. Detailed assessments of pupils' knowledge and understanding are undertaken at the end of each unit of work in English, mathematics and science and a useful collection of work assessed to National Curriculum criteria has been assembled in English. Individual 'pupil tracking' records are kept which contain the results of each pupils' end of year tests and teacher assessments which are matched to National Curriculum levels.
46. However, the overall effectiveness of teaching is limited by the lack of specific reference in both planning and the assessment of pupils' work to National Curriculum levels of attainment. The lack of a recent collection of work assessed by the whole staff in relation to National Curriculum criteria in mathematics and science is also a weakness. Without these, teachers do not have a sufficiently clear understanding of the level at which they are pitching their class's work in relation to National Curriculum expectations. It is also more difficult for them to ensure that work is appropriately matched to pupils' ability and that the classwork is extending and challenging pupils' understanding as far as possible. The needs of the higher-attaining pupils in the school are not currently being sufficiently met. The 'pupil tracking' records do not yet contain reference to the results of the assessment of pupils' attainment on entry to the school. There has not been a sufficiently detailed analysis of this data to provide a baseline on which the progress that pupils make as they move through the school can be clearly shown. Without this it is more difficult to obtain a view of the value added by the school, or to set realistic individual, group or class attainment targets for improvement. The whole-school systems for recording the attainment and progress that pupils make in information communication technology, religious education and all the other foundation subjects are insufficiently developed. The school has identified assessment as an area for development and the assessment co-ordinator has the vision and commitment to implement the required changes.
47. There are good elements in the processes of using assessment data to support teachers in their work but there are also some shortcomings which limit their overall effectiveness. Teachers use

the opportunity provided in their weekly planning sheets to evaluate aspects of their teaching and make useful comments on the effectiveness of individual lessons. These comments are helpfully collated and analysed by the assessment co-ordinator and discussed with each teacher. The results of the end of unit tests in English, mathematics and science are employed by the teachers to identify particular areas of strength and weakness in their teaching and in pupils' responses and teachers maintain their own record of pupils' progress. However, there are insufficiently clear, agreed procedures to enable teachers to use the available assessment information to target systematically the needs of individuals or groups in their class and ensure that standards continue to be raised. Much of the school's assessment data is relatively new and secure procedures for determining their use have not yet been developed.

48. Assessment procedures for pupils with English as an additional language are satisfactory. There are trained assistants in every class who assess and keep a folder on each pupil to record progress. There is also a multilingual assistant available to give extra support for pupils in Key Stage 1. These assistants meet weekly with the acting co-ordinator to discuss pupils' progress. They also attend the weekly subject planning meetings so that they are aware of topics that will be covered and the need to introduce any special vocabulary. Pupils are assessed on their arrival at the school and it is the responsibility of the language assistants to decide the stage of language development pupils have attained. There is no overall monitoring of these stages or a school-wide approach to provision and so consistency is not assured.
49. The assessment and monitoring of the progress of pupils with special educational needs are currently satisfactory and recent revisions and proposed changes place assessment and monitoring in a good position to improve. A clear and manageable timetable for regular termly reviews has been devised and indications are that the high level of expertise of the special needs co-ordinator, together with planned training for staff, will have a positive impact on further improvement. The individual education plans that have already been reviewed clearly identify suitable, challenging targets. Learning support assistants have an appropriate awareness of each pupil's needs and are beginning to make regular assessments of progress, although these are not always shared with pupils nor used regularly to adapt challenges for future work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school has continued to consolidate its good links with parents since the last inspection. Only a small percentage of the parents attended the parents' meeting and answered the inspection questionnaire but, overall, the parents' views of the school are positive and they enjoy constructive relationships. Informal discussion with parents during the inspection endorsed this. These positive links and relationships support pupils' learning and development well.
51. When pupils are admitted to the school, parents enter into a home/school agreement. This emphasises the 'spirit of partnership' between parents, children and school. Children entering the nursery visit with their parents prior to admission and, in reception, there is a meeting prior to the children's transfer allowing parents to meet staff. A toy library is held weekly to encourage children and parents to become used to the facilities prior to admission and to get to know each other. There are opportunities for children of compulsory school age to visit the school prior to admission. Regular parents' evenings are supported by about 80 per cent of parents. The school's links with parents are good and the effectiveness is seen in the happiness and security of the pupils. Parents can come into the school at all times and there are opportunities to speak with the teachers when children are collected at the end of the day.
52. Newsletters and information are sent out regularly by the school and are useful. The prospectus and annual governors' report are attractively produced but they do not include all the information required by law. The annual school reports are satisfactory in highlighting the salient points in pupils' progress. A 'parenting group' is planned to start next term. The school has an outreach worker who is multilingual. She liaises with parents and translates at meetings. If there are parents who speak languages outside her competence, the school can call upon the translator service of the local education authority. Letters are sent to parents in their home languages

where possible.

53. Parents who responded to the inspection questionnaire were concerned about homework levels. This is considered by the inspection to be satisfactory but to vary in quality between classes. Parents also want more activities provided outside lessons but the current range is considered by inspectors to be good. Recent improvements to lunchtime arrangements have also provided indoor activities for pupils who do not wish to be in the playground all the time. There is a Teatime Club organised separately from the school but held on the premises.
54. All parents belong automatically to the 'Parent Staff Association' which raises money for the school through the summer and Christmas fairs. Events such as family discos and quiz nights are very well supported which emphasises the effective links the school has with families. A few parents help in the classroom. Parents have shared their experience and expertise with pupils, such as those who visited to talk about archaeology and about the Sikh religion.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. Leadership and management are satisfactory overall. There have been significant changes and improvements since the last inspection when the leadership and management of the school were considered to need substantial improvement. A new headteacher was appointed in 1999 and has led the school successfully in achieving sound progress to rectify many of the areas of weaknesses which were identified in the last report, most notably in teaching, curriculum planning and management effectiveness. The headteacher was absent from the school during the period of this inspection and unable to contribute his views. The school is being managed well in the interim by his deputy as the acting head. Over the past four terms, the school has established a more effective senior management team which works together closely to monitor the quality of education and to set targets for the future. Staff roles have been clearly defined and each age group has a co-ordinator on the senior management team. There are frequent useful meetings and methods of liaison which enable managers to maintain responsibility of their particular areas of concern and to be aware of what is happening elsewhere in this very large school. Almost all important areas of responsibility have an appropriately qualified co-ordinator. These have sometimes only been recruited after a long search, as in the case of the special needs co-ordinator, and key vacancies such as the co-ordinator for mathematics have been left unfilled because there have been too few suitable candidates.
56. The school's overall aims are reviewed regularly by the whole staff and act as a useful basis for its policies and guidance which are shared with staff, parents and pupils as appropriate. Relationships are good at all levels and staff show an increased commitment to raising standards. The school has retained the support and loyalty of staff and parents.
57. There are good development plans for the school year which identify targets for improvement in all aspects of school life. These are carefully considered and relevant to the school's current position. Plans include links to the budget and clear criteria by which success will be judged. The governors are fully consulted and involved in the various stages of the planning process. In practice, senior staff and governors include a sensible long-term perspective in their thinking but this is not fully reflected in the written development plans where the long-term strategy is brief and does not do justice to the depth of consideration that takes place.

58. The school increasingly monitors its performance. It uses information from the analysis of test results and other assessments to monitor pupils' progress and to take action for improvement. However, this action is not yet linked closely to a whole-school strategy of targets for individuals, year groups and key stages but is more piecemeal. Senior staff and subject co-ordinators monitor teaching and the curriculum and have received valued help from local authority advisers in this. However, the recent turbulence caused by staff absence has made the continued monitoring of lessons and staff training difficult in the short-term.
59. The governors give good support in the management of the school. Several are long-serving and know the school well but there are long-term vacancies because of local difficulties in recruiting some categories of governor. Led by an able chair, governors are well informed and active. They maintain good relationships with staff and have an appropriate committee structure which generally works efficiently. The chair of governors has a clear understanding of the strengths and weaknesses of the school and a commitment to continuing improvement. Governors ensure that almost all statutory requirements are met but there are some important omissions from the prospectus and from their annual report to parents, for example in the school's test results and absence figures.
60. The governor responsible for special educational needs monitors provision and performance regularly and supports the co-ordinator well. The recently appointed co-ordinator has a high level of expertise and a wealth of experience. A thorough review of provision is almost complete and the co-ordinator has a clear vision of how organisation and teaching should be related to pupils' targets and work and of the vital links with assessment which will contribute to consistently good progress. Plans for monitoring both provision and teaching are in the early stages of development, with a current and appropriate emphasis on training for teacher assistants and class teachers.
61. The school has made satisfactory arrangements for the introduction of the national changes to performance management for teachers. The headteacher, acting headteacher and other senior staff have all received training appropriate to their respective roles in supporting or assessing teachers. Arrangements for the induction of newly qualified teachers and new members of staff are good. Teachers new to the profession feel well supported, both by their mentor and other colleagues, and flexible arrangements are made for them to receive particular training from which they believe they will derive the greatest benefit. New members of staff, including those covering for temporary absence, are fully briefed on their role and well supported in the classroom. As a consequence, they rapidly develop a sense of belonging to the school and quickly feel valued for the contribution they make.
62. The school's educational priorities are satisfactorily supported through its financial planning. The school development plan properly forms the basis for financial decisions and the governors' finance committee monitors spending carefully. It generally makes appropriate plans and decisions founded both on the advice of the headteacher and staff and on a good understanding of the needs of the school derived from a keen interest in its well-being and development. The school office manager and acting deputy head monitor carefully the school's spending under each budget heading and the day-to-day administration of accounts is both thorough and well organised. School accounts were last audited more than three years ago and are scheduled for re-auditing at intervals of four years.
63. The governing body each year retains a proportion of its budget for contingencies well in excess of that recommended. While this has been set aside under general headings for refurbishment and for the provision of play equipment and facilities for the youngest pupils, plans for long-term expenditure lack precision. For example, the school improvement plan only identifies targets each year and does not specify proposals for future spending in sufficient detail. As a result, the school has no precise view of how it proposes, in the long term, to spend the funds it retains. This was a weakness identified at the time of the last inspection and during last year's OFSTED visit which has not yet been overcome.

64. Specific grants are often not set aside for separate projects but absorbed into larger accounts. Because they are not specifically designated, funds occasionally go unused. The school acts prudently on the advice of the local authority when securing the services of suppliers or contractors and generally applies 'best value' principles wisely in the acquisition and use of its resources. It increasingly questions the effectiveness of what it does and compares its performance with other schools.
65. Good use is made of information technology. Administrative staff make good use of computers for word processing, attendance records and financial management and handle the new technology with competence. Information about pupils' performance is increasingly analysed by computer.
66. The match of teachers and support staff to the requirements of the National Curriculum is satisfactory in almost all lessons, although occasionally teachers exhibit areas of weakness. The appointment of additional classroom assistants to support the teaching of reading and other aspects of the curriculum at Key Stage 2 is a positive initiative which is beginning to make an effective impact on the quality of teaching and learning. All staff have access to sufficient training; this is provided both by the school and the local authority. Classroom assistants are well briefed and work closely with the teachers to whom they are assigned. Their contribution in the classroom makes a positive impact on the quality of learning, particularly for lower-attaining pupils and those with special educational needs.
67. The school's accommodation is good and supports learning well. Classrooms and communal areas are spacious and the building is well maintained and cleaned to a high standard. It provides an attractive learning environment that is enhanced in many classrooms by informative displays. Although there is no field on the school site, teachers make good use of the playgrounds to practise sports and games and competitive matches take place on the nearby playing fields. The school wisely staggers lesson times to ensure that pupils have sufficient space for play during morning breaks and uses its indoor communal spaces well for quiet activities at lunchtimes. The building was completely refurbished six years ago, although the section for children in the foundation stage was not improved to the same high standard as other areas. With its high windows, this part of the school does not convey the same sense of light and spaciousness. The building is generally well used. However, the hall space for children in the foundation stage is not accessible for their general lessons because teachers cannot supervise them from their class bases. The school library is large but pupils do not visit it with sufficient frequency to practise research skills.
68. The provision of resources is generally satisfactory in supporting learning, although there is some variation between subjects. Resources for information technology, design and technology and history are good, while the provision of those for mathematics is unsatisfactory. There are not enough non-fiction books, although the stock of reading books has improved recently and their quality is good. The computer suite is also well used but computers in the classroom are not employed with sufficient frequency. In all other subjects, resources are adequate in number and accessibility and are used satisfactorily to support the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. To build on the school's strengths, improve the overall quality of provision and raise standards further, the headteacher, staff and the governing body should:
- raise standards in English, mathematics and science by particular reference to the following areas:
 - continuing to refine the implementation of the strategies for literacy and numeracy in both key stages;
 - enabling children in the nursery to have access to regular activities which have

- concentrated adult support in literacy and numeracy;
- planning for the needs of the higher-attaining pupils in all age groups in English, mathematics and science;
- monitoring teaching and the curriculum so that best practice is shared and there is greater consistency between classes;
- establishing a more co-ordinated approach to the planning for pupils whose first language is not English which involves the participation of senior staff, class teachers and classroom support staff.

(paragraphs 1-8,17,32,75-82,92-112)

- urgently improve the quality of teaching in the classes where it is weakest by:

- monitoring and analysing where significant weaknesses exist;
- giving particular support with behaviour management;
- giving training and support to teachers' efforts to improve;
- pursuing the current efforts to recruit high quality staff to vacancies.

(paragraphs 14,15,20,21,24)

- improve standards in religious education and design and technology in Key Stage 2 by:

- ensuring that all classes allocate appropriate time to these subjects;
- checking that teachers' subject knowledge is secure and that their plans cater for the required development in pupils' knowledge, skills and understanding;
- assessing the quality of teaching in lessons and the work completed by pupils.

(paragraphs 6,20,118-121,149-153)

- improve the overall progress of higher-attaining pupils by ensuring that teachers' plans identify and cater for the distinctive needs of this group.

(paragraphs 23,32)

- continue to improve the effectiveness of procedures for assessing pupils' progress by:

- establishing manageable systems for assessing and recording progress in all subjects;
- using assessment information to set targets for improvement for individuals, subjects, year groups and key stages as appropriate.

(paragraphs 18,26,45-49,58,100,107,112,117,121,126,138,144,148)

Other issues which should be considered by the school:

- the extremely large contingency fund.

(paragraphs 63)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	102
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	53	30	5	3	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	40	575
Number of full-time pupils known to be eligible for free school meals		195

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	9	243

English as an additional language	No of pupils
Number of pupils with English as an additional language	91

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	63

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	50	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	27	39
	Girls	25	32	32
	Total	57	59	71
Percentage of pupils at NC level 2 or above	School	66 (78)	68(83)	82 (84)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	37	40
	Girls	29	26	28
	Total	60	63	68
Percentage of pupils at NC level 2 or above	School	69 (84)	72 (84)	79 (77)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	37	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	24	31
	Girls	29	22	37
	Total	55	46	68
Percentage of pupils at NC level 4 or above	School	64 (64)	53 (59)	79 (66)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	26	26
	Girls	23	24	29
	Total	42	50	55
Percentage of pupils at NC level 4 or above	School	49 (46)	58 (52)	64 (55)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	44
Black – African heritage	17
Black – other	42
Indian	8
Pakistani	33
Bangladeshi	6
Chinese	4
White	399
Any other minority ethnic group	19

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	6	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	25.3
Number of pupils per qualified teacher	23
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	25
Total aggregate hours worked per week	473

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	20

Total number of education support staff	2
Total aggregate hours worked per week	66

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	1,299,839
Total expenditure	1,179,920
Expenditure per pupil	1,801
Balance brought forward from previous year	66,558
Balance carried forward to next year	186,477

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	579
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	2	0	0
My child is making good progress in school.	58	38	4	0	1
Behaviour in the school is good.	56	37	4	0	4
My child gets the right amount of work to do at home.	38	36	16	9	1
The teaching is good.	53	41	2	0	3
I am kept well informed about how my child is getting on.	40	45	13	2	0
I would feel comfortable about approaching the school with questions or a problem.	65	30	2	1	1
The school expects my child to work hard and achieve his or her best.	60	38	2	0	0
The school works closely with parents.	38	49	10	0	2
The school is well led and managed.	47	39	7	4	4
The school is helping my child become mature and responsible.	47	45	5	1	2
The school provides an interesting range of activities outside lessons.	29	23	21	10	17

Figures may not total 100% owing to rounding

Other issues raised by parents

Several parents expressed concern about the quality of a few of the temporary teachers who are employed by the school from time to time.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. Provision for the children in the nursery and reception classes is good. Since the last inspection there have been changes in national guidance for teaching the youngest children in schools, with the establishment of the foundation stage, which includes all nursery and reception classes. The school is gradually taking account of these changes so that they ensure children continue to learn well in an interesting, exciting and caring environment. Parents are very satisfied with the provision. They feel that the introduction to nursery is a very positive experience which creates a feeling of security in their children. Inspection evidence confirms that this is so. Provision in the important area of children's personal, social and emotional development is particularly good. The warm, welcoming ethos created by staff at the time of the last inspection is still evident and is a strong feature in ensuring that children develop in confidence and independence and feel safe.

Personal, social and emotional development

71. Teaching for the youngest children in this area of learning is very good. When they enter the nursery, many children are very shy and lacking in confidence. A significant number of children have specific special needs or a limited acquisition of English and many are still very dependent upon adult support. Adults' patience, encouragement and high expectations regarding behaviour and co-operation quickly increase children's confidence, self-esteem and the ability to join in with others. In the reception classes, good attention continues to be given to encouraging personal, social and emotional development. At the time of inspection, new children had recently been admitted to classes, which, teachers reported, had unsettled the classes. However, good teaching in this area of learning is having a positive impact on developing children's awareness of how to behave in different situations. Their behaviour, for example, in the foundation stage music assembly, was excellent, showing due understanding of the need to be reverent and respectful and setting a very good example to younger children. The children achieve very well. They are well placed to achieve the nationally recommended Early Learning Goals in this important area of personal, social and emotional development by the time they leave the reception year, due to the high degree of emphasis rightly placed on this area of learning.
72. Three and four-year-olds in the nursery work well together in pairs and small groups; for example, sharing resources and taking turns fairly when playing in the home corner. Older children in reception respond well to adults and other children in a variety of situations. Snack time is used positively to reinforce social skills and opportunities to teach politeness are always made and taken. Children sit together on the carpet and take turns when answering questions; for example, in reading sessions for the whole group. They co-operate well when tidying up. In both nursery and reception, teachers and other adults intervene when children are playing to ensure that children take turns for; example, when using glue or sticky tape to build bridges. Fairness is expected and discussed appropriately so that, by the end of the reception year, children work together harmoniously and are on course to reach the goals related to developing appropriate attitudes.
73. The school has an excellent system to encourage children's confidence when coming into the nursery with their parents and carers, who are encouraged to stay as long as needed while children settle in. After a little while, all children stay in class without their carers very happily. Independence is positively encouraged and develops well. Children choose activities from the wide range available, sometimes working with adults, sometimes working together and sometimes alone. Many of these young children, particularly those who have had a term or more in nursery, show a good level of involvement in their tasks. When moving from one task to another, they show due regard to others. At times, however, there is not a sufficiently high expectation in nursery that older and higher-attaining children will take responsibility, for example, to tidy what they have used. However, activities in reception begin to foster this need to adapt and accept boundaries

well. Children begin to take the initiative; for example, when organising painting or collecting and sorting materials and are encouraged to focus on particular work or take responsibility for jobs like giving out snacks. Throughout the foundation stage, teachers' warm encouragement ensures that children develop an increasingly confident approach to new experiences and children are on line to reach the goals for self-confidence, self-esteem, behaviour and making relationships.

74. Throughout the foundation stage, a positive and supportive atmosphere surrounds children and they know their achievement is valued. Praise and encouragement ensure that children try hard to do things for themselves. They show a developing understanding of the right of every child to be happy and comfortable in school and of the need for being a good friend to children who find new experiences difficult. The opportunity to take part in a range of large group activities, for example, playing music, singing together and listening to stories which represent different points of view, ensures that children are appropriately on course to achieve the Early Learning Goals related to living in a community.

Communication, language and literacy

75. Children enter the nursery with a wide spread of attainment in early language skills. Standards on entry are, overall, well below average. By the end of the reception year, standards in speaking and listening are in line with what is normally found and children have achieved very well. However, throughout the foundation stage, the pace of working and level of challenge in tasks relating to reading and writing skills are too often pitched at the youngest children or the lower and average-attaining groups. Most children achieve satisfactorily in reading and writing. However, although appropriate for their needs and in some measure consolidating the learning of others, activities provide insufficient challenge for older and higher-attaining children to move forward. The proportion of children likely to reach the Early Learning Goals across the whole area of communication, language and literacy by the end of the reception year is below average and some children are capable of doing better than they do.
76. Teaching across this whole area of learning in the nursery is satisfactory with good opportunities for children to involve themselves in speaking and listening but opportunities to develop the early skills related to reading and writing are not equally well promoted. Teaching in this area continues to be satisfactory in reception, with some good teaching of letters and sounds. The use of elements of the National Literacy Strategy in teaching reading and writing in reception balances whole-class activities and focused work in small groups and, overall, ensures satisfactory progress. When these elements are taught well, as was the case in a reception class working on the text *'Sing a Song'*, clear learning objectives are shared with the children. Good teaching ensures a crisp pace to the activities session, so that children concentrate well, sequencing a story correctly and completing word and sound work accurately and quickly. This attention to detail in planning tasks and focusing on what children are learning is not always evident, however, and there is a need to clarify planning more carefully across the foundation stage in this whole area of learning.
77. Many children are very shy when they enter nursery and have immature speech, although most use simple words and gestures appropriately. Although some are more confident, the overall standard of speech is generally below what would normally be found. Children listen carefully but no assessment is made on entry relating to the level of understanding. Frequent discussions and adult interventions in the nursery ensure that children are encouraged to think about and explain what they are doing, thus nurturing their growing confidence in speaking. Children sing a number of well-known rhymes, like *'The Music Lesson Song'*, *'Animals down on the farm'* and *'The Clothes Song'* and join in with the actions and words in the repeated sections with increasing confidence. In reception groups, children chat happily whilst collecting samples of different materials, or building with construction sets, discussing with their teacher and friends whether materials are smooth or rough and what their machine will do. In reception, children begin to show a suitable level of concentration and interest when listening to others or to stories. With good support and a continuing focus on these vital elements, by the end of the reception year, many children are on course to achieve the Early Learning Goals in speaking and listening.

78. Activities in developing reading skills and writing skills with concentrated adult attention are not so frequently evident as those provided in other areas of learning. Nursery children are encouraged to enjoy books by joining in with familiar words in regular use; for example, in a delightful session when children acted the story from their book of the week, *The Three Billy Goats Gruff* and a few children do this confidently and accurately. Again, the book of the week was used when children were making pictures of trolls. The teacher had the text open and the children's attention was drawn to 'Who's that crossing over my bridge?' whilst they were working with cutting and sticking activities and the teacher used facial expression and different voices effectively to hold their attention. However, the selection of activities does not always ensure that all children regularly share a focused early reading activity with an adult at the appropriate level for their development. Children may choose to look at books but equally, some choose not to. As a result, the depth of enjoyment of books, involvement in retelling stories and pretend 'reading' that is usual for their age is only evident in higher-attaining and older children. When children move to reception, many children hold a book the right way up and turn pages carefully but the early recognition of words and the real enriching enjoyment of books is limited. This represents a similar situation to that found during the last inspection. Although book corners have now been created, reading for pleasure and the teaching of early skills related to sharing books have not yet become a regular and significant feature of teachers' planning. Letter sounds are routinely taught in the nursery and several four year olds can remember some of the *Fingertips* names and the sounds. Sound patterns made by letters are appropriately taught in reception, and sometimes taught well, in a variety of activities. However, regardless of their time in school and level of attainment, some children continue to be given tasks like simple sound work in both nursery and reception for too long, with the result that a significant number of children make insufficient progress towards the Early Learning Goals in this important area.
79. Activities that introduce children to early pencil control skills are available in nursery and, at the time of inspection, several of the older children were beginning to form the letters of their names with reasonable accuracy. Children 'write their names' on their pictures and a writing table is provided as an activity for free choice. The letter of the week is introduced and children take turns in joining a group to practise formation of this letter. However, as was found at the time of the previous inspection, there are seldom opportunities for small groups to focus on writing for a purpose with an adult's help. The encouragement to 'write' notes, messages and lists is not embedded into everyday practice. Children sometimes choose to write but some choose not to and records of the skills mastered in early writing are insufficiently detailed to ensure that all children make satisfactory progress. Repeated attention to letter formation is evident in reception classes where children reinforce their learning of sounds and of accurate letter formation. However, tasks for older and higher-attaining children often lack challenge and insufficient attention is paid to writing words and meaningful sentences and to developing the use of writing in a variety of activities across other areas of learning.

Mathematical development

80. Many children start nursery with a poor understanding of mathematical language and numerals. By the end of the foundation stage, children are on target to reach the Early Learning Goals in aspects of mathematics. They achieved well in number. Many will count to and understand numbers to ten and some will understand bigger numbers. Many will recognise common shapes and use everyday words to describe position. However, overall, children's depth of knowledge, mastery of problem solving, use of space and measurement and the use of numbers are not sufficiently well developed and the standards reached in this area of learning are lower than is usually found by the end of the foundation stage.
81. Nursery children are encouraged to use mathematical language and to sing rhymes to extend their knowledge of counting, though numerals are not regularly employed to reinforce this work. Work on shapes, positional language and the comparison of size also feature in the daily programme when children work on activities like making masks for the different sized Billy Goats Gruff. Activities such as bridge building provide good opportunities to use different sized materials like

straws and to cut out and name shapes, so that children in reception already recognise squares, triangles, rectangles and circles. More focused planning would ensure that the regular opportunities provided in play situations would provide opportunities for solving practical problems and developing mathematical language further. Assessments of what children know and can do are not regularly made and some children do not get sufficient focused attention in mastering these early skills, so that, although progress is satisfactory, it could be better.

82. Teaching in reception classes, where elements of the National Numeracy Strategy are used, concentrates more clearly on children's needs. Some good teaching was seen in reception, which focused clearly on forming numerals and counting to ten and beyond. The group activities which followed set good challenges linked to the numbers 1 to 10 and to pattern work. However, the emphasis on learning in the whole area of mathematical understanding, with all the practical and counting activities usually in evidence in planning for children of this age is neither so prominent nor so concentrated as the emphasis given to some other areas of learning. This results in a slower pace of learning and some limitations to children's experience across this broad area of learning.

Knowledge and understanding of the world

83. In the wide area of knowledge and understanding of the world, teaching is good in both nursery and reception. Good use of resources ensures that an appropriate range of practical activities support early learning in science and technology. Across this area of learning, children achieve well. It is likely that the majority of children will reach the Early Learning Goals by the end of the reception year and, in aspects, some children will exceed the goals.
84. The majority of children throughout the nursery spend 'choosing time' sampling the wide range of activities available in this area of learning and focused group activities in both nursery and reception build soundly on this early learning. Children in reception discuss the weather each day, developing a sound understanding of time, using words like 'sunny', 'rainy', 'today' and 'yesterday'. They are appropriately encouraged to develop early skills in exploration and navigation; for example by following tracks, both on the carpet map and when playing with the wheeled toys. A group of girls, initially playing in the home corner, constructed a realistic motor car with steering wheel and described their journey to school in simple sentences. These skills are further developed in the outdoor play area which is regularly included as part of the learning environment.
85. In both nursery and reception, children are warmly encouraged to design and make a variety of constructions. They select materials appropriately for construction tasks and gluing tasks from a good range available and in nursery were able to recognise the features of a bridge, each exploring ways of supporting their bridge and constructing it appropriately for their age. In reception, a range of simple science work has been completed and children recognise the characteristics of different materials. They know, for example, that some materials are soft and some are rough and some may be both, sorting them appropriately into baskets. A session in the computer suite led nursery children to use the class computer confidently, using the mouse and space bar accurately. Computers are frequently in use in both nursery and reception and in the information and communication technology aspect of this area of learning, all children should meet and many should exceed the Early Learning Goals by the end of the foundation stage. Children in both nursery and reception talk about their families and in this way, begin to get a sense of time, linking 'old' with 'nanny and grandad.' The seasons, used as a theme for artwork are also appropriately linked to the passage of time.

Physical development

86. In the area of physical development the majority of children in the foundation stage will attain the Early Learning Goals by the end of the reception year and some should exceed them. Teaching and learning are good across this area of learning with tasks demanding good attention to the development of precise skills using hands and fingers and well as developing body control. Children achieve well. Teachers and support staff give warm encouragement and praise and are beginning to record the skills mastered and progress made, though records are insufficiently used in planning new tasks and setting new challenges.
87. Although there is still no fixed outdoor play equipment, teachers provide good opportunities on the large moveable equipment like slides, barrels, stepping stones and bridges. Although not always accessible to reception children, a large, safe and secure fenced area is provided for both nursery and reception children to use and children enjoy outdoor play sessions. Nursery activities are carefully planned with a generous range of resources to teach the careful and safe use of large play equipment and, in this aspect of this area of learning, assessments are frequent and begin to identify the skills mastered. Children play very well together, joining in follow-my-leader, climbing, hopping, jumping, running and skipping.
88. The majority of children, including those who have just joined the nursery, move around the classroom with due regard to others and reception children line up appropriately, without bumping into others. When reception children build with construction kits, they lock pieces together skilfully and take them apart, adapting and changing their constructions as they wish to, with dexterity and care. When painting, cutting and drawing, sufficient provision of small tools like brushes, scissors and pencils ensures that hand skills are appropriately and safely developed. Good teaching ensures that children develop appropriate brush control for their age but opportunities to extend this to good control of appropriate writing tools are sometimes not well presented. For example, children in reception classes were given finger paints to form numbers but, although numerals were drawn by adults for copying, starting points were not identified on the paper and the task was difficult to manage due to the consistency of paint. This resulted in some unsatisfactory numeral formation and a learning opportunity to support learning to write numbers well was missed.

Creative development

89. In this area of learning, children clearly enjoy their tasks. The teaching of creative development is good across this whole area of learning, with very good teaching in music. A significant number of children come into school with a low level of knowledge of art and music and lack confidence in expressing themselves imaginatively and sensitively. Children achieve well. The very good teaching in music and good teaching in art and dance, together with constant encouragement, lead to the judgement that the majority of children are likely to attain the Early Learning Goals by the end of the foundation stage. In the particular area of music, many reception children already exceed the goals and the vast majority are on course to exceed them by the end of their time in reception.
90. Many of the children's small pieces of artwork are taken home each day but larger examples, worked together, enhance the lively and attractive environment. Teachers constantly discuss colour selection when supporting these young children in small groups for artwork activities. When making pictures of trolls, questions like, '*Do you want a yellow piece?*' and '*What colour is that?*' were frequently discussed, together with discussions about texture and the suitability of materials; for example, to make the troll's hair, handling materials and cutting tools carefully. In reception, teaching in this area is also well linked to design, with children discussing the colours and shapes they will choose in designing and making T-shirts. When painting with different brushes, children use colour boldly and are beginning to experiment with mixing colours in both nursery and reception. Teaching is good throughout the foundation stage in the area of exploring media and materials, with many opportunities provided to support learning.

91. Music is a particularly strong aspect of this area of learning. Children in both nursery and reception classes are frequently given opportunities to sing and join in tunefully and enthusiastically. The standards of singing are better than is usually found at this age, with children, by the end of reception, able to sing several songs from memory, tunefully and with sensitivity to loud and soft passages. The specialist music teacher, who works with children from both nursery and reception, further promotes a good standard in music. Children are encouraged to sing alone and confidence develops well between nursery and reception. Children experiment with rhythm and sound and recognise a wide variety of instruments, like bells, wood block and chime bars, which are also used with confidence. Children participate enthusiastically in action rhymes and the foundation stage co-ordinator ensures that excellent opportunities are given for children to sing together in a regular music assembly, attended by the whole group of children. This is sensitively conducted and all staff encourage full participation from the children, including those who have only recently joined the nursery. It makes a very good contribution to both creative development and the spiritual element of personal, social and emotional development. Children listen to music thoughtfully and join in the singing showing a reverent regard to the occasion. This sensitive response to music was also evident in a dance lesson for reception children. Movement related to balloons was sensitively portrayed and good teaching ensured that moments of magic were created, as children tried to portray being blown up and deflated. Enthusiasm and fun characterised the stretching, whilst quiet, pensive movements portrayed the deflated balloon.

ENGLISH

92. Standards are below the national averages for pupils at both seven and eleven years of age. Pupils achieve satisfactorily. This inspection found attainment to be a little higher than that indicated by the school's results in national tests for the year 2000 which suggested that standards were well below national averages in both key stages. Standards are improving satisfactorily because teachers are following with greater confidence and consistency the guidance offered by the National Literacy Strategy and because pupils are offered a greater number of opportunities to write at length on a variety of themes. However, standards are not high enough overall because higher-attaining pupils are not always offered work that is sufficiently challenging. Pupils' standards in literacy do not yet support efficient learning across the curriculum as a whole.
93. Within this broader picture there are variations for different aspects of the subject. At Key Stage 1, trends in test results for reading and writing indicate that standards in the subject have declined since 1997, so that in 2000 they were well below average when compared with those for similar schools. It is acknowledged that the group of pupils tested in Year 2 in 2000 contained a higher than usual proportion with special educational needs. This inspection found that standards in reading are just below average and that regular and systematic reading practice at home and school is beginning to make a positive impact on pupils' attainment. Standards in writing are below average and improvements in standards of writing are less marked than in reading because expectations of what pupils may achieve are not consistently high. For example, standards of writing seen in a Year 1 class were as high as those seen in some classes at Year 2.
94. At Key Stage 2, standards are also well below the averages for similar schools and, apart from a dip in 1998, test results have been similar for the last three years while those nationally have continued to rise. The group of pupils tested in 2000 contained a large number with special needs and a high proportion who had joined the school part way through the key stage. The inspection found that standards in both reading and writing in the current Year 6 are below average. The school has made efforts to improve standards because pupils are now heard to read with more frequency and because they are now encouraged to write at greater length than before. However, older pupils still do not practise their reading often enough and, across the key stage, too little is expected of higher-attaining pupils, both in reading and writing. Despite this, pupils' progress in learning as a whole across the school is satisfactory; this constitutes an improvement since the time of the last inspection, when progress was unsatisfactory in all aspects of the subject.
95. Standards in speaking across the school are average. At Key Stage 1, pupils are given sufficient opportunities to express themselves and enter discussion with others. They are generally well motivated and enthusiastic in their responses, both during the literacy hour and in the course of other lessons. Some teachers use questioning well to probe pupils' understanding, encouraging them to speak at length and asking open questions which anticipate longer answers. Many pupils at Key Stage 2 develop confidence in speaking, offering extended explanations and justifying their views. However, there is not enough provision for older pupils to speak at length, for example by addressing others on a matter of personal interest or debate. In several lessons at Key Stage 2, pupils appeared more reticent to speak and teachers had to work hard to elicit responses. As a result, teachers sometimes accepted very short answers that did not reflect the depth of pupils' understanding. Across the school, pupils develop good listening skills. They are interested in their lessons and teachers use appropriate strategies to engage and hold their attention. Pupils generally listen carefully when others are speaking, both in class discussions and when they are planning group work. As pupils move through the school, they develop longer spans of concentration and greater understanding of the needs and views of others. Both those with special educational needs and those who have English as an additional language are well supported in their work.
96. Standards in reading are just below the national average by the age of seven. Pupils build systematically on previously acquired skills, both in literacy lessons and in their individual reading and they make satisfactory progress in their learning. In Year 1, many pupils recognise common words and understand that letters represent sounds, either singly or in combination. Many begin to read short stories with repeating vocabulary. By Year 2, some pupils are beginning to read

simple stories and non-fiction texts with confidence, accurately sounding out words that they have not previously encountered and using pictorial and verbal clues to help them with more difficult words. Pupils are well motivated to learn to read. They practise regularly at home and school and a constructive dialogue on progress often develops between parents and teachers through the pupils' reading record. At Key Stage 2, pupils continue to read regularly in school, although with less frequency at home as they move through the key stage. Although most pupils make satisfactory progress with their reading, higher-attaining pupils do not progress as rapidly as expected because they are not guided sufficiently in their choice of reading. As a result, they do not read from a wide enough variety of texts, nor from those which offer enough challenge. They do not therefore develop the breadth of understanding of more challenging texts which would give them access to the wider vocabulary and range of expression necessary for them to extend their writing skills. Pupils with special educational needs make satisfactory progress and receive good support in their reading efforts, both from teachers and from classroom assistants.

97. The school has recently begun to work hard at improving standards in writing by offering pupils more frequent opportunities to write at length on a wider variety of themes, especially at Key Stage 2. This initiative has begun to make an impact on standards, although these are currently below national averages for pupils of seven and eleven. Pupils in Year 1 begin to write with increasing confidence. Some are able to describe events in the correct sequence, showing an awareness of punctuation by using full stops to separate their ideas. By Year 2, many pupils can relate a simple account of real or imagined events, a few demarcating sentences accurately with full stops and capital letters. However, few yet develop the level of skill necessary to express more detailed description or opinion on matters of general interest. Between Years 3 and 6, pupils write on an increasingly wide variety of themes and a minority develop the confidence to write longer stories and book reviews or criticisms. Pupils of average and lower attainment make satisfactory progress; those with special educational needs receive good support and are offered tasks well matched to their ability. However, the writing tasks set for higher attainers do not always challenge them to write enough or to develop their ideas in sufficient depth. For example, there are few opportunities for pupils to improve on their original ideas by redrafting them and, too frequently, pupils' first attempts are accepted as their best. Written work is marked regularly but teachers' comments do not always incite pupils to greater effort.
98. Overall, pupils make satisfactory progress in their spelling. However, the picture is not a consistent one. In many classes, pupils make good progress because they are taught systematically and there are high expectations that pupils will learn to spell selected words each week. In a minority of classes, progress is unsatisfactory because teachers' expectations for their pupils are lower. This inconsistency of approach is also manifest in standards of handwriting and presentation. For example, while a few older pupils at Key Stage 2 join their writing fluently, many write more slowly because they still print their letters. Across the school, handwriting is sometimes poorly formed and presented because there is no consistent or agreed policy for teaching and learning in this aspect of the subject.
99. Overall, the quality of teaching and learning is satisfactory at both key stages. However, during the inspection good or very good teaching was seen in about half the lessons observed, while almost all of the remainder were satisfactory. The differences between good and satisfactory lessons relate in almost every case to teachers' expectations of what their pupils are to achieve. In the good or very good lessons at both key stages, teachers display a good understanding of the abilities of their pupils, setting appropriately challenging tasks for all pupils, including those of higher attainment. In these lessons, questioning is used well to test knowledge and understanding and pupils' attention is constantly focused on the task to be completed. Lesson time is used well, so that pupils have sufficient opportunity to finish their work and to share their achievements with others. In almost all lessons, teachers plan their work carefully, giving clear explanations and offering opportunities for all pupils to take part in discussion. They almost always manage pupils well and most develop very good relationships with their pupils; these have a positive impact on the quality of teaching and learning. Teachers constantly check pupils' progress when they are working independently on a task, ensuring that they are assisted promptly when they encounter difficulty. While there is much good teaching in individual lessons,

teachers' expectations for their pupils in the longer term are less sharply focused because there is insufficient emphasis on challenging pupils to reach higher standards. For example, pupils' first efforts are often accepted as their best; there is little redrafting of written work and standards of handwriting and presentation are often lower than expected. Praise is sometimes used without discernment. Teachers work well with classroom assistants and other helpers to offer an appropriately adapted curriculum to pupils' with special educational needs and those who have English as an additional language. Support staff are well briefed and make a positive contribution to the quality of learning in the majority of classes.

100. All aspects of the curriculum are appropriately covered through the range of work that teachers provide. The English co-ordinator has a very good understanding of the school's strengths and weaknesses in the subject. However, her influence is limited because teaching and learning are not yet monitored enough. This makes it difficult, in this large school, to ensure consistency in standards and progression in learning. Teachers are growing in confidence in their use of national literacy guidance and its application is beginning to make a positive impact on standards in reading and writing. Pupils' test results are analysed in detail and the school has taken steps to introduce more general measures to improve standards in English, such as the provision of classroom assistants at Key Stage 2 to improve levels of reading. However, it is not yet analysing how teaching strategies may be sharpened to meet the needs of individual pupils.
101. The school has recently improved the quality and range of its book stock but the quantity of fiction and non-fiction is barely sufficient for the number of pupils in the school. There is a large library, centrally located but not well used. The application of information technology is making an increasing contribution to the quality of the English curriculum, both for the practice of word-processing skills and for enhancing the quality of the presentation of pupils' work. In subjects such as history, geography and religious education, pupils are given regular, relevant opportunities to practise and apply their literacy skills.

MATHEMATICS

102. The results of the 2000 national tests at the end of both key stages indicate that the standards pupils achieve are well below those found in all schools nationally and in similar schools. Analysis of the trends shown in the overall results since 1996 show that, at Key Stage 1, standards were above the national average until 1998 but have declined each year since then. At Key Stage 2, standards have remained consistently below and well below average levels. There were high levels of special needs in both groups of pupils tested in 2000. There was also high mobility in Year 6 and many of the incoming pupils joined the school with lower than average attainment. The current inspection findings are that by the time they reach the end of Key Stage 1 and Key Stage 2, pupils achieve standards that are below those expected nationally. This judgement represents a satisfactory improvement since 2000 when the results were well below average at both key stages. This has been achieved as a result of the positive effect of the implementation of the National Numeracy Strategy and the sound improvement achieved in the teaching of the subject.
103. Since the previous inspection, standards have dropped at Key Stage 1 and the below average standards achieved at Key Stage 2 have been continued. The school's target for pupils' achievement in the 2000 national tests was not met. However, the school is on line to achieve the improvement predicted in its target for 2001, which is confirmed by the present inspection findings. The school's analysis of recent test data shows that boys achieve better than girls in the subject. Staff are continuing to monitor this. The inspection findings are that there are no significant variations in gender attainment in the current Year 2 and Year 6 groups. Across the school, pupils with special educational needs and those with English as an additional language make sound progress towards their individual learning targets.
104. The quality of teaching and the quality of pupils' learning at both key stages are satisfactory and have several good features. Pupils' achievements are sound. At the last inspection, the quality of teaching was judged to have been satisfactory but teaching now has stronger features,

particularly at Key Stage 2. These features now have a greater impact on pupils' learning and are beginning to raise standards. Across the school, teachers are making sound progress in teaching the National Numeracy Strategy. Most lessons follow the recommended format of an oral introduction, group activity and a summary session at the end of the lesson. The school has worked hard to ensure that the specific learning intended for each lesson is clearly identified in teachers' planning and on their class boards and in the most effective lessons this is shared with the pupils and continually referred to as the lesson proceeds. This has successfully addressed a weakness identified at the last inspection.

105. A lesson to younger pupils at Key Stage 2, where they were investigating tally charts and bar graphs, illustrated several features of good teaching. Pupils were reminded well about what they had done in previous lessons, the tasks set were clearly explained and pupils were encouraged to ask perceptive questions to analyse the data they had collected. Across both key stages, teachers maintain positive working relationships with the pupils, use praise and encouragement successfully and circulate well around the groups as they work. This promotes effective learning by supporting pupils and encouraging them to maintain their interest and motivation. However, during the inspection, at both key stages, pupils' learning was limited by some unsatisfactory and poor teaching. Where teaching was unsatisfactory at Key Stage 1, teachers spent too much time on the oral starter and did not leave sufficient time in the group work session for pupils to develop and refine their skills. Where teaching was poor at Key Stage 2, teachers did not successfully interest or motivate the pupils, they failed to ensure that all pupils were attentive and significant amounts of lesson time were lost as pupils changed activities. These features have a negative impact on pupils' learning and limit the progress they make.
106. Across the school, the procedures for teaching number skills are satisfactory. The standards achieved in aspects of number work and mental calculation at both key stages are approaching those expected nationally. This is an improvement since the last inspection when numeracy skills were judged to have been lower than expected. For example, pupils in Year 2 recognise the pattern of odd and even numbers and understand that the place a digit has in a two-figure number determines its value. By Year 6, pupils add and subtract decimals to two decimal places and explain confidently how to check the reasonableness of their answers by approximating and generalising. At both key stages, the standards achieved in other aspects of mathematics are below average. For example, at Key Stage 1, pupils have insufficient opportunities to use a variety of standard and non-standard instruments to measure time, mass or length and, at Key Stage 2, pupils have too few opportunities to investigate problems or develop their appreciation of the equivalence of imperial and metric measures. At both key stages, pupils do not have enough opportunities to investigate practically a range of real-life mathematical issues. As a result, pupils' ability to use and apply the mathematics they know is limited. A further shortcoming in provision is the lack of attention given to the higher-attaining pupils within each class. Although tasks are planned for the different levels of ability in most classes, these activities do not sufficiently challenge or extend the higher-attaining pupils. This limits the progress they make and the standards they achieve. This was also a shortcoming identified at the previous inspection which has not been overcome. Good levels of support and encouragement are given to pupils with special educational needs and those with English as an additional language. This enables them to make satisfactory progress.
107. Teachers are supported by a sound policy and statement of guidance. The subject is currently being temporarily overseen by the acting deputy headteacher while a permanent co-ordinator is being sought. The delay in making this appointment has constrained the school's capacity to improve at the speed it would wish. Overall, teachers' planning follows the recommended national scheme although some inconsistency in planning practices across the school has been caused by the use of different planning formats. This has meant that the detail of the work planned for the different ability groups in the class was not always made sufficiently clear. The school is building up a good picture of pupils' attainment across the school as they undertake written assessment tests at the end of each unit of work. This is used well to inform end of year reports, for making teacher assessment judgements and for grouping pupils. This represents an improvement since the last inspection when there were no formal assessment systems in place. However, the

assessment data which is collected is not sufficiently matched to National Curriculum levels of attainment and teachers have not yet updated their collection of work which is assessed according to National Curriculum levels. Improvements to these procedures would give teachers a clearer view of the levels being achieved by groups and individuals in their class. There are also some shortcomings in the management of resources for the subject. Most classes have the basic resources required for the teaching the subject but there are deficiencies in supplementary resources and the lack of an overall audit of what is available. During the inspection, several teachers used information technology satisfactorily to support mathematics work. For example, pupils in Year 5 were working on a computer database to total and check the validity of data they had collected. However, there was little reference to the use of information communication technology in teachers' daily lesson planning or sufficient reference to it in their long-term planning.

SCIENCE

108. In the most recent national tests for eleven year olds, the school's results were well below the national average and were below the average for schools with similar intakes. Teachers' assessments of the attainment of seven year olds were also low. This indicates a satisfactory improvement in Key Stage 2 on the findings of the last inspection but a drop in Key Stage 1 where high levels of special educational needs in the year group had an impact on results. Over the past two years, test results in Key Stage 2 have shown considerable improvement over previous years. This has been in spite of pupils' high levels of special educational needs and a higher than average number of pupils joining the school part way through the key stage with disruptions to the continuity of their learning.
109. Standards in the current Year 2 and Year 6 groups are below average. This is because, while pupils often show a sound knowledge of scientific facts, their understanding of methods of science enquiry and their ability to record their work in writing are below expected levels. Their lower than average standards in literacy and numeracy do not support their progress in science sufficiently. While all aspects of the National Curriculum are covered, there is a particular emphasis in the work seen in pupils' books on the study of life processes and living things. As a result, pupils' knowledge and understanding are better in this section of the curriculum than in materials or physical processes. However, in relation to their attainment on entry to each key stage or to the school, most pupils in both key stages make satisfactory progress over time as a result of sound teaching. Their achievements are sound. This includes the considerable number who have special educational needs and those for whom English is an additional language. In two classes in Key Stage 2, the teaching seen during the inspection was unsatisfactory and had features that were poor. Pupils in these classes do not make enough progress.
110. In Key Stage 1, the youngest pupils start to understand how forces such as manual pushes and pulls make things move. In Year 2, pupils have begun to learn about food, why it is needed and its effects on health. They can sort animals into a simple classification and comment on the distinctive features of mammals, reptiles, birds and fish. In both the lessons seen in Key Stage 1, the level of discussion between pupils was high but their ability to record their findings efficiently in writing and tables was limited. The youngest pupils in Key Stage 2 were seen discussing the properties of materials, using correct terminology such as 'opaque', 'transparent', 'rigid' and 'flexible'. This area of study was tackled at a higher level in Year 5 where pupils considered the properties of solids, liquids and gases. In Year 6, the oldest pupils have made detailed studies of plants, small animals and habitats. This has entailed considerable amounts of observational and field studies which have been supported by visits to a local environmental centre. There is considerable variation between the classes in Year 6 in how well work is recorded. In the best practice seen in one class, experiments were carefully set out with clear diagrams, definitions of terms and conclusions drawn from the work. By contrast, too many written accounts in other classes consisted of less structured narrative or unfinished notes. Considerable time is spent by some pupils producing high quality coloured illustrations of their work which look attractive and enhance presentation but which take time away from the core

scientific learning in the topic.

111. Teaching and learning in both key stages are satisfactory over time. Teachers have clear objectives for their lessons and plan interesting activities with high levels of practical learning. Most explain tasks clearly and question pupils well to assess their understanding and extend their thinking. They encourage the use of correct terminology. This enables pupils to contribute well to the oral and practical elements of most lessons. Teachers use any available extra adults well, especially to support the lower attainers who cover the same ground as the rest of the class as a result. In most lessons, adults create good relationships with the pupils which mean that pupils try hard to improve. Too rarely, however, teachers plan specific tasks to challenge the most able in the class and this limits the progress made by this group. Pupils in most classes have positive attitudes to their work. This is often the result of the interesting, well planned lessons and the clear guidance and help given by adults. Pupils join in discussions keenly and show a lively interest in the practical aspects of their work, although many are more reluctant to record it in their books. They handle resources sensibly and safely. In a minority of the lessons seen in Key Stage 2, pupils' attitudes and behaviour were unsatisfactory. They were not interested in their work and behaviour deteriorated to an unacceptable level. This was usually because their teachers' attempts to engage their attention and establish a calm atmosphere for learning were ineffective.
112. Since the last inspection, teachers have improved the overall planning under the good leadership of the co-ordinator. This is having a positive impact on the standards achieved by pupils. The school is incorporating the revised National Curriculum into its work according to a sensible timetable. Recent training and specialist advisory help have supported the staff to make improvements. Work in science is, however, still tied to the overall school programme of topics and this places some constraints on its planning as a subject in its own right. The co-ordinator has well-considered plans to improve this situation in the near future. There are few planned uses of information and communication technology as a tool in science. There are good arrangements for half-termly assessments of pupils' progress and results in national tests are analysed to establish a whole-school target for the attainment of pupils in Year 6. The school does not yet use this information enough to set targets for improvement for individuals or year groups. Staff have acknowledged that, in the past, they have not understood the requirements of each level of the National Curriculum well enough and are making efforts to improve this; for example, by collecting and assessing samples of pupils' work. The co-ordinator has undertaken a programme of observation of lessons and work. This is informing her about standards across the school but has not yet achieved consistency in practice across individual year groups. The inspection acknowledges that the school is working in difficult circumstances in some classes where frequent staffing changes have been necessary and overall staff development work has been frustrated.

ART AND DESIGN

113. The attainment of seven year olds is satisfactory and has improved since the last inspection. No lessons were observed in Key Stage 1 but the scrutiny of pupils' work, conversations with pupils and the displays of work indicated that pupils work in a range of media and use a variety of techniques. There was evidence to show satisfactory work on several types of puppets and flower collage pictures were sensitively constructed. There was also evidence to show studies of natural materials and the beginnings of work in sketch books which included pencil drawings of oyster shells, feathers and shrubs which indicate the improvement in art skills.
114. As they move through the school, pupils make generally satisfactory progress and their attainment is in line with national standards by the age of eleven. Their skills and techniques develop soundly and this was seen where studies of Ancient Egypt were illustrated by colour drawings and paintings. There are also colour drawings of 'Islam at Prayer'. In a lesson observed, the pupils were looking at the work of Van Gogh and other artists to develop their ideas of how to record information about figures in different poses. They were exploring the relative

difficulty of drawing people in different positions and learning to draw from observation and to experiment with their ideas and sketches in an imaginative way. Another group identified features of a modern story and its illustrations. They answered the question 'What makes us like this book in terms of its colour, concept, feel and texture?'

115. The school arranged a visit from a local artist to develop the pupils' sketching skills and this has led to an improvement in the work produced as was seen in charcoal portrait drawings which showed fine detail of the features and a sense of personality. These improvements were also to be seen in the detailed drawings of work during a visit to the Suntrap Environmental Centre which depicted drawings of spiders and centipedes and a worm showing a feeling of movement. There were some fine observational drawings in pastel of vegetables and fruit.
116. In the lessons observed, pupils enjoyed their activities and concentrated well. They work collaboratively. In one lesson, they worked in pairs to plan an illustration in the style of Beatriz Vidal for the end of a story. They were considering how they could make an illustration 'fresh and green' and achieve the contrasting effect of 'all brown and dead'.
117. Teaching in the lessons observed was good and, over time, this good teaching has raised the unsatisfactory standards found in the last inspection to satisfactory. However, teachers have rightly identified the need to extend their knowledge and skills in teaching the subject. Lessons seen were well organised and support staff were effectively deployed. The school has adopted the national guidance at both key stages and is incorporating that scheme of work into the school's art curriculum. This decision is giving the teachers greater confidence in their work and planning has improved. Resources for the subject have been enhanced since the last inspection and they are now broadly satisfactory. The co-ordinator gives good leadership and has control of the budget but has no opportunity to monitor teaching and learning in the classrooms. This has an adverse effect upon progression in pupils' learning and standards in the subject. For example, there are no portfolios of work maintained to assess progress across the school.

DESIGN AND TECHNOLOGY

118. Standards of attainment for seven year olds are broadly in line with those found nationally but are below average by the age of eleven. The position at Key Stage 1 is the same as it was in the 1998 inspection but standards at Key Stage 2 are not as good. In the last inspection, the issues of quality of finished products and the lack of challenge for more able pupils were raised and these are still areas that need to be improved.
119. Teaching and learning in Key Stage 1 are satisfactory. Pupils have sound opportunities to design and make items and to work with a range of recycled materials, card, textiles and construction kits, developing their skills of cutting, sticking and joining. In Year 1, pupils drew and cut out card puppets and used levers, pivots and sliders to create movement. However, the teaching in this lesson failed to develop the pupils' skills in marking out, cutting and joining. Pupils had to wait for the teacher or teaching assistant to make holes with scissors for the pivots, rather than instructing them in the use of a hole-punch. In Year 2, pupils made felt puppets that they sewed together and then decorated. The teaching in this lesson did little to develop pupils' abilities to develop plans, as the teacher had pre-drawn a template to cut out and allocated the materials to pupils. In a good display of previous work from Year 2, it was clear that pupils had spent time evaluating what they had made, commenting on what had gone well and how improvements could be made.
120. In Key Stage 2, pupils further develop their design and making skills. However, although teaching and learning in the lessons seen were sound, evidence of pupils' previous work indicates that they have been unsatisfactory over time. Pupils in Year 5 were studying percussion instruments. They thought about way in which materials, shape, airspace to allow vibration and the size of components (such as xylophone bars) affect the pitch and timbre of the instruments. This was a stimulating lesson but the teacher then instructed pupils to draw the instruments that had been

brought to the lesson, instead of encouraging them to generate their own designs. In a Year 6 lesson on slippers, pupils could recognise that designs have to meet a range of different needs, according to the user of the product. Again, the pupils were presented with a range of ready made products and they all chose to draw one of these, as there had been no stimulus to develop their own designs. The sketches were annotated but there were no step by step plans that would help the pupils in making the product. The teaching in this key stage fails to strike a satisfactory balance between preliminary discussion and pupils drawing up a range of plans and resolving problems. There is little instruction in the techniques that are needed to work with a range of tools and materials. Consequently, pupils are unable to make informed choices in the selection of these. This reflects the fact that the teachers lack confidence in their own grasp of the subject.

121. Pupils work in a co-operative and supportive manner and are aware of safety issues. This reflects the ethos of the school and effective teaching in these areas. There is no formal system of assessment or monitoring of pupils' work and pupils are not really aware of what progress they are making. The co-ordinator has been in post for a year but is currently on maternity leave. The school has adopted the national scheme of work for this subject and has chosen topics appropriately for each year group. There are sufficient resources kept in a convenient location but they are not used effectively to promote a clear progression of skills in the subject. The use of information and communication technology to support pupils' learning in this subject is not yet in place.

GEOGRAPHY

122. The last time the school was inspected, standards in geography were below nationally expected levels at both key stages. Since then they have reached average levels at the end of both key stages. However, in the lessons and work seen in Key Stage 2, standards vary between classes from unsatisfactory to good. At both key stages, pupils are developing their geographical skills and their knowledge of places and themes. They use maps and draw upon sources of evidence satisfactorily. This improvement is due to the sound work of the co-ordinator who has used national guidance to develop and implement a school policy for the subject and this has given teachers greater confidence and led to satisfactory progress in planning.
123. In Key Stage 1, pupils study the subject as part of their combined topic work. In discussion with a group of pupils in Year 2, they described how they learn about the world and its shape using the globe and maps. They talked about the differences between villages, towns and cities and could describe how they traced the journeys of Florence Nightingale and Mary Seacole from Britain and Jamaica to the Crimea. In one lesson observed, they located on a world map the places where animals originate with particular reference to the continents. For example, one group looked at South America and related the toucan, condor, anteater and llama to that continent. Another group looking at Europe identified the ladybird, swallow, grass snake and duck. Pupils answered questions about the location of the continents and one pupil, on her own initiative, went to the class library to obtain a more detailed and illustrative map of the continent she was studying. They also make relevant visits, for example to Colchester Zoo.
124. At Key Stage 2, pupils study the importance of access to water, how it is used and how this varies in different parts of the world. In one lesson, pupils knowledgeably commented upon the importance of the Nile to the people in Egypt and the consequences of drought. In a further lesson on the same topic, the pupils discussed water and global environmental issues, studying how water came to the Plain of Kapiti. In this lesson, computers were employed well as a tool to record ideas and findings. Other pupils studied the main features of a mountain environment and its weather. They consulted atlases to identify the key mountain ranges, although some pupils had difficulty in completing this task. The school makes effective use of the Suntrap Environmental Centre to study a range of geographical topics which include the forest environment and issues of ecology. These experiences also provide good opportunities for using equipment such as a computer and thermometer, to study the flow of water in streams and experiments with different types of soil and rocks.
125. The teaching seen in Key Stage 1 was sound and, in Key Stage 2, it varied from good to unsatisfactory. Teaching is considered to be satisfactory overall. In the lessons where teaching is good, the work is well planned and the teachers have a good knowledge and understanding of the subject. They make effective use of question and answer techniques and of discussion and group work to meet the needs of the wide range of ability in classes. In these lessons, the pupils are motivated and concentrate upon the task. In the less successful lessons the pupils were not motivated by the activities provided and did not complete the work set in the time allocated.
126. The co-ordinator monitors the planning of lessons on a half-termly basis but there is no formal monitoring of individual levels of progress and teaching across the school and this has an adverse effect upon standards. The school has rightly identified the need to develop techniques in data collection and is planning to develop weather studies with the use of equipment such as a Stevenson Screen.
127. The resources have been improved since the last inspection and they are related to the units of study in the scheme of work. All classes have access to appropriate reference books, maps and the globe and this has contributed to the improvement of standards. The subject makes an effective contribution to pupils' cultural development.

HISTORY

128. The last inspection report indicated that standards were below what would normally be expected by the age of seven and by the age of eleven, with standards for higher-attaining pupils weak. Standards have improved satisfactorily and are now in line with what is normally seen at the end of both key stages and pupils show a good depth of knowledge about particular periods of history at Key Stage 2. Their achievements are sound. This improvement is mainly due to more focused planning, good teaching and good leadership from a knowledgeable and effective co-ordinator.
129. During the inspection, the subject was only taught to pupils in Year 3 who were studying *Invaders and Settlers* and to Year 4 who were learning about *World War II* and *The Blitz*. Although no history lessons were seen in Key Stage 1 and Years 5 and 6, teachers' planning and pupils' work from last term, and the great wealth of work relating to history displayed throughout the school, show that teaching is satisfactory in Key Stage 1 and good in Key Stage 2. However, the challenges presented and the expectations relating to content and presentation of work are not entirely consistent in all classes at either key stage.
130. By the age of seven, pupils know about and understand some aspects of the lives of people in the past; for example, by learning about the very different lives of two pioneer nurses, Florence Nightingale and Mary Seacole. This work shows thoughtful development between Year 1 and Year 2. Pupils in Year 1 have drawn their own delightful pictures of Mary Seacole, and added speech bubbles to tell her story in sequence, whereas in Year 2, they have carefully considered her feelings as a black women trying to carve out a career in a hostile environment. Some have been encouraged to consider the feelings of soldiers nursed by Mary and Florence and some have written 'postcards' thanking Mary 'for helping me and the other soldiers.' This work was clearly enhanced by the visit of an actress, pretending to be Florence Nightingale. The work has encouraged pupils to become very involved and interested in conditions at the time and the depth of understanding shown about the lives of these women is good.
131. This enthusiasm for study is also evident at Key Stage 2. In lessons about *The Blitz* in Year 4 and *Boudicca* in Year 3, the level of interest and involvement is high. Pupils in Year 4 were fascinated when studying source material – maps and documents related to their own school and area during World War II – which encouraged a good level of purposeful discussion. One boy was very excited to discover that his own house now stands close to the site where a bomb had landed. Pupils shared these resources well, helping each other to read what was written in the scripted school log book. Pupils with special educational needs were well supported and joined the rest of the class in producing clear and accurate accounts of what they have learned. In Year 3, good teaching focused on the quality of the evidence available regarding Boudicca, using artists' impressions and the writing of a Roman reporter at the time, to inform pupils about her terrifying appearance, her tattoos and long red hair. The high quality of discussion in this particular lesson strongly encouraged an insight into how history is interpreted. However, generally the interpretation of history is a weaker area of work; the level of challenge relating to interpreting sources and their reliability is inconsistent. Throughout the school, there is also a need to encourage more comparison between the past and present and to compare conditions between the periods of history that have been studied. This is sometimes effectively done; for example, when talking to grandparents about conditions during the war but is not always used as fully as it could be to encourage the development of a sense of time and chronology.
132. This apart, satisfactory teaching in Key Stage 1 and good teaching in Key Stage 2 ensures that although many pupils have little experience to bring to the subject, intense and informative discussions, together with a good range of source material, support the acquisition of knowledge well. Pupils are strongly encouraged to use the library and Internet to research the subject in their own time and many do this, gathering information which supports their learning effectively.
133. Pupils' work enriches their lives considerably and makes a good contribution to cultural development. Positive attention to detail in planning, which gives attention to the needs of all pupils and sets different challenges for pupils of different attainment, ensures a good attitude to the subject and good behaviour in lessons. Long-term plans, based on the national scheme, ensure that teachers offer a suitable range of learning opportunities throughout the school. This is

an aspect that has improved considerably since the last inspection, when there was no evidence of history at Key Stage 1 and challenge for high-attaining pupils was lacking.

134. The subject is managed effectively by a knowledgeable and enthusiastic co-ordinator who ensures that learning is supported by a good range of books and other interesting factual texts. Artefacts are borrowed from the local resource of Vestry House and visits, for example to Vestry House, St Mary's Church and The World War II Blitz Experience are used well to generate enthusiasm and give real experiences which all serve to enhance learning well.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Pupils' standards are in line with those expected nationally at the end of both key stages. This is a significant improvement since the last inspection when the standards achieved by the oldest pupils were judged to be well below average. Improvements have been secured by a considerable investment in new resources, by staff training to ensure that teachers' subject knowledge is secure and by regular planned opportunities for pupils to experience a structured programme of activities in line with the requirements of the National Curriculum. Since the last inspection, pupils have made rapid gains in their knowledge, skills and understanding. Their achievements in the lessons seen during the inspection were sound and built systematically on their previous experiences. This was because teachers now give pupils regular, well-planned lessons which encompass most aspects of the subject's curriculum.
136. Pupils in Key Stage 1 learn to enter information into a computer by basic keyboard and mouse routines such as typing, dragging and dropping. Pupils in Year 1 were seen employing a computer to reinforce their understanding of even numbers in mathematics. In Year 2, they manipulate text, know how to delete with the backspace key and use the shift key to insert features such as question marks. They can change the appearance of text by altering its size, colour or font. They have used the computer to write letters thanking a local synagogue for their visit. They know how to write a program to enable a simple robot to move.
137. In Key Stage 2, during the inspection, pupils in Year 4 were introduced to a control program and learned how to enter directions on screen before transferring these instructions to a floor robot. This activity challenged the full range of pupils, including the most able. Pupils in Year 5 constructed a spreadsheet price list, entering, amending and totalling data well. They had a secure grasp of basic routines such as mouse control, loading the correct program, typing text and saving their work. Pupils in Year 6 used the Internet to carry out research in connection with their work on the solar system. They know how to gain access to a selection of search engines and how to save text and pictures for future use. Work on display for this key stage included evidence at an appropriate level of pupils' use of art programs, desk-top publishing, written reports enhanced by graphics and photographs and of data handling linked to work in mathematics. Pupils' work is often presented to a high standard in these displays. Pupils have less experience of the more advanced aspects of computer control and monitoring, partly because the school does not have all the necessary resources to teach the programmes of study. The co-ordinator is aware of these resource gaps and has suitable plans to fill them soon.
138. Evidence of pupils' achievements over the past two years indicates that teaching and learning have been good and resulted in rapid progress initially. This initial boost has now steadied and pupils are now making sufficient, regular progress. Teachers plan interesting activities with clear objectives which enthuse pupils. Pupils usually concentrate well on their work and behave sensibly. The teachers' subject knowledge has improved well since the last inspection and is sound. The school now has a computer room with up-to-date equipment and all classrooms have at least one computer. Teachers use the computer room regularly and efficiently for focused work in the subject and this gives pupils the regular practice they need. However, too often, the classroom computers are underused as tools for learning across the curriculum. The co-ordinator aims to improve this. Teachers assess pupils' achievements satisfactorily during lessons and make some informal notes on progress but there are no agreed overall systems for recording

pupils' gains and attainments over time, although there are plans to develop these.

139. The co-ordinator is newly appointed. She has carried out a small amount of monitoring of lessons and of pupils' work and has a relevant action plan for further improvements to the subject. She has rightly defined the need for pupils to have easier access to facilities such as e-mail, for software to extend cross-curricular work and to the specialist resources needed for the oldest to complete the required work in multi-media presentations, computer modelling and monitoring. While the computer room is a valuable asset and has contributed well to improvements in pupils' attainment, it places some constraints on learning. The acoustics are poor, there is no large screen or carpeted area for pupils to receive focused teaching and the seating arrangements limit pupils' ease of movement. The senior management team and the governing body have shown a commitment to ensuring that finance is available for the continuing development of the subject by earmarking funds for enhancing and updating resources.

MUSIC

140. The standards and pupils' achievements by the time they are seven are good and by the age of eleven they are in line with those found nationally. This is an improvement since the last inspection which is due in part to the work of a classroom assistant in Key Stage 1 and the use of a specialist music instructor to work with classes at Key Stage 2. At the same time the school has improved the quality of resources to support the subject and the adoption of the national guidance for planning musical experiences across the school has given teachers more confidence to participate in musical activities.
141. In Key Stage 1, pupils study making sounds with a variety of instruments. They learn how sounds can be made and changed. In one lesson they used as many as fifteen instruments. In the same lesson, pupils developed their speaking and listening skills by explaining how they played the instruments to make long and short sounds. In another lesson in Key Stage 1, the whole class played an extended sequence of long and short sounds as they interpreted written notation. They learned to choose the appropriate instrument to fit the sound. Throughout the lesson, they learned to listen and to respect times of rest. In all the lessons observed at Key Stage 1, pupils started the lessons with useful practice of songs and rhythmic clapping and participated with both enthusiasm and enjoyment.
142. In Key Stage 2, pupils were seen learning about rhythmic patterns and discussing the different types of beat and pulses. They sang and accompanied the song with enthusiasm. They listened to a piece of music with a range of different beats and identified them. They learned that a pulse equals a regular beat and that rhythm consists of long and short notes. Pupils experimented with rhythmic singing and clapping following simple notation and playing a game to recognise the different patterns of the music. They participated with vigour in both the singing and the use of instruments.
143. Pupils in both key stages enjoy the singing assemblies and achieve good standards. In assemblies in Key Stage 1, they sang songs like *I have a body* which involved both singing and clapping as they demonstrated a sense of the shape of the melody and performed patterns keeping to a simple pulse. In Key Stage 2, they sang songs like *Swing Low, Sweet Chariot* and *It's a Long Way to Tipperary* with a sense of melody and keeping a steady pulse. The whole session embodied a sense of fun as the songs were accompanied by rhythmical clapping. The school choir is well established and is fully supported by both parents and governors. It meets regularly with instrumental support and has recently performed in a local shopping centre and at school concerts.
144. The quality of the teaching is generally good in both key stages and is succeeding in raising standards. Pupils achieve well. The non-specialist teachers participate and gain confidence working together. The lessons are most effective when the music specialist leads the lesson. The school makes no formal arrangements to monitor individual progress. While the school is

implementing national guidance to ensure coverage of the National Curriculum in its planning, it does not yet check enough that this is fully covered in lessons. Music makes a positive contribution to the pupils' social and spiritual development.

PHYSICAL EDUCATION

145. By the end of both key stages, pupils, including those with special educational needs and those with English as an additional language, achieve average standards. This was also the judgement of the previous inspection.
146. The quality of teaching and the quality of pupils' learning at both key stages are satisfactory. This is also in line with the judgement made at the previous inspection. Strengths in the teaching across the school are where teachers introduce lessons clearly, where a good range of activities is provided and pupils are encouraged to try new skills. In a games lesson with older pupils in Key Stage 2, the teacher demonstrated important skills herself and she joined in enthusiastically with several activities which pleased and encouraged all the pupils. Across the school, teachers organise appropriate warm-up activities, although the purpose of doing them and the effect of exercise on the body is not always explained. A strong feature of teaching at both key stages is the good subject knowledge shown by teachers. This was demonstrated in a games lesson with older pupils in Key Stage 2, where the teacher had a clear understanding of attack and defence strategies in team games and taught them well to pupils in her class. In the most effective lessons, pupils are taught specific skills and shown clearly how to improve their technique. This was shown well in a hockey lesson in Key Stage 2 where pupils were taught reversed and open-sided stopping and passing in hockey. The result of this focused teaching was that pupils made good progress in this lesson. This focus on skills represents an improvement since the last inspection when teachers over-emphasised team games at the expense of the teaching of skills.
147. At both key stages, teachers' planning is full. Plans contain reference to appropriate learning intentions and a range of activities which show a progression in concepts and skills. This enables pupils to make sound progress in their learning. For example, in a gymnastics lesson with older pupils in Key Stage 1, pupils' understanding of stillness and balance as part of a movement sequence was developed well. Older pupils in Key Stage 2 undertake regular swimming lessons. These take place at the local swimming pool and specialist instructors do the teaching. The school indicates that most pupils achieve the required standard in the subject by the time they leave the school.
148. Teachers are supported by a detailed scheme of work which has been devised by the school and contains reference to all the required elements of the subject except swimming. In this, the school relies on the programme provided by swimming instructors at the local pool. It is intending to phase in the use of the nationally recommended scheme of work but currently the subject guidance has not been revised since the introduction of Curriculum 2000. The curriculum time allocated to the subject is appropriate and a key stage curriculum plan shows where the required elements of the subject are to be taught to each year group. Pupils' interest and involvement in the subject are extended well by the provision of a very good range of extra-curricular activities which include clubs for football, athletics, rounders, hockey, swimming and diving, dance and volleyball. Several of these provide opportunities for pupils to compete with those from other local schools. This adds significantly to pupils' social development. Good use is also made of specialist instructors who visit the school. During the inspection, the work of a sports coach involved in hockey training for pupils in Year 6 was effective and the opportunity for pupils to develop their appreciation of dance was extended well by a qualified dance teacher who visits the school. There are currently no agreed procedures for assessing the attainment of pupils nor of recording the progress they make as they move through the school. This was also a weakness identified at the last inspection which has not yet been resolved.

RELIGIOUS EDUCATION

149. By the age of seven, pupils attain standards which are in line with those expected by the Waltham Forest Agreed Syllabus for religious education. Their achievements are satisfactory. In Key Stage 2, however, pupils do not make the same progress in their learning, and, by the age of eleven, standards in the subject are below those expected by the Agreed Syllabus. These findings suggest that little improvement has been made since the time of the last inspection, which reported similar standards. Yet the school has made significant efforts to improve the quality of teaching and learning by ensuring that the subject is regularly taught and that teachers are guided in their lesson planning by helpful and informative schemes of work. However, these initiatives are as yet too recent to have made a significant impact on standards.
150. Pupils in Year 2 understand features of the Christian faith. They know that stories about Jesus are to be found in the New Testament of the Bible and that Christians believe He is the Son of God. They are familiar with the story of Jesus' birth, death and resurrection and can name some of the apostles. They can relate some of the parables which Jesus told and begin to appreciate the lessons they contain. Pupils know the Biblical account of the creation and can recount in detail the stories of Adam and Eve and Noah's ark. Some understand that these predate the coming of Jesus. Pupils can also explain some of the essential features of Judaism. They understand how many of its customs and festivals differ from those of the Christian church. They understand that the Torah, in common with the holy books of other religions, is treated with great respect and can explain the purpose and location of the ark and scrolls in the synagogue. As they move through the key stage pupils begin to develop an understanding that people hold different beliefs and that these are worthy of respect and consideration.
151. At Key Stage 2, pupils' progress in learning is unsatisfactory because their knowledge and understanding at eleven have not developed to the level expected by the Agreed Syllabus. They know some of the stories associated with the life of Jesus, such as the feeding of the five thousand, and can recount in outline some of the other miracles performed by Jesus, such as the calming of the storm on Lake Galilee. However, their knowledge and understanding of Biblical stories is only a little deeper than that expressed by pupils at Key Stage 1. Pupils have some knowledge of the beliefs and customs of other faith groups but this is largely more superficial than expected. They are aware of a few features of Islam, such as rituals of prayer and washing and understand the importance of Mecca as a holy city. However, they are sometimes confused about other religions, for example associating the Guru Nanak with Buddhism. Although pupils have not been taught the subject with sufficient regularity or frequency, there is evidence that the subject has received greater attention in the past year. However, this initiative has yet to make a significant impact on the quality of learning.
152. Teaching is satisfactory at Key Stage 1. Teachers display sound knowledge of the subject, and use this effectively in offering clear explanations to pupils when introducing a new theme. Teachers engage pupils well in discussion, questioning the pupils to determine their level of understanding and responding clearly to the questions they ask. At Key Stage 2, teaching is unsatisfactory because pupils do not make the expected progress in the subject over time. However, examples of both satisfactory and good teaching were seen in the course of the inspection. In one good lesson, pupils were challenged to explain the meaning of Old Testament verses prophesying the coming of Christ. Both teacher and classroom assistant supported pupils well in this task which obliged the pupils to use previously acquired knowledge and to deploy reference, dictionary and interpretative skills in order to bring it to a successful conclusion. Across the school, teachers use religious artefacts effectively and respectfully in order to enhance pupils' understanding of different beliefs and practices. The level of challenge offered to pupils in the written tasks they are offered varies from class to class. In some lessons, higher-attaining pupils are expected to accomplish too little or are given work that is too easy but that offered to average and lower-attaining pupils is generally well matched to pupils' abilities. Teachers develop close working relationships with their pupils, monitoring their progress well and supporting them promptly when they encounter difficulties. These good relationships enable teachers to tackle matters of belief sensitively and with appropriate respect and understanding. Classroom assistants offer lively support to pupils with special educational needs, complementing the work of

the teacher by offering clear additional explanations when these become necessary.

153. The curriculum is sufficiently broad and balanced. The subject has been taught more systematically and frequently at Key Stage 1 than at Key Stage 2; this has had a negative impact on standards among older pupils compared with younger ones. However, the curriculum co-ordinator has recently devised a helpful scheme of work for Key Stage 2 which closely mirrors the requirements of the Agreed Syllabus. This provides teachers with useful guidance and support in lesson planning. Although in post for two years, the co-ordinator has not yet had the opportunity to monitor teaching and learning in the subject by direct observation and so the school cannot be sure that there is consistency in its approach across the school. Acts of collective worship are used effectively to enhance pupils' knowledge of Christianity and other faiths. Pupils' experiences are sometimes enriched by visits; for example, to the local church, mosque and synagogue, and representatives of different faith groups regularly contribute to pupils' understanding of different beliefs. The school possesses a wide range of religious artefacts and these are used well to enhance pupils' knowledge religious practices and customs. The subject makes a positive contribution to pupils' spiritual and cultural understanding.