

INSPECTION REPORT

CAYLEY PRIMARY SCHOOL

Limehouse

LEA area: LB Tower Hamlets

Unique reference number: 100894

Headteacher: Anna Susianta

Reporting inspector: Michael Buckley
30517

Dates of inspection: 11 to 14 September 2000

Inspection number: 224142

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Aston Street, Limehouse, London,
Postcode:	E14 7NG
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Appropriate authority:	The Governing Body
Name of chair of governors:	Miss Joan Griffiths
Date of previous inspection:	8 June 1998

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Anita Lockyer 20700	Team inspector	Under fives, Science, Design and technology	Resources
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cayley is a very large mixed Junior and Infant school with 388 pupils aged from five to eleven years and seventy children aged under five, forty of whom attend part-time. The school is located in Limehouse, in East London. The neighbourhood suffers from very high levels of social and economic disadvantage. Two hundred and seventy-two pupils (66.6%) are eligible for free school meals. This figure is very high compared with national averages and above the figures for the local authority. Just over two per cent of the school's population is white, while over ninety per cent are Bangladeshi. The percentages of pupils from other ethnic groups are very small. This broadly reflects the local population. Three hundred and seventeen pupils (72.4%), are supported by an Ethnic Minority Achievement Grant intended to support those learning English as an additional language and almost one pupil in every three is at an early stage of learning the language. These statistics are very high compared with the national picture and with figures for Inner London. They are also above the average for local primary schools. The main home languages spoken are Bengali; Cantonese; Somali and Urdu. The attainments of most children entering the nursery and the main school are well below the levels expected nationally. Eighty-two pupils of school age (21%) are on the school's register of special educational needs and seven have statements defining the additional support they require. These proportions are broadly average and most of the pupils on the register have moderate learning difficulties.

HOW GOOD THE SCHOOL IS

The previous inspection identified serious weaknesses in the school's management and leadership. In the judgement of this inspection team, the school no longer has serious weaknesses. The new headteacher provides very good leadership and management is good. Standards of attainment are not as high as they should be because of pupils' lack of fluency in English, but they are slowly improving. Attendance is unsatisfactory. Relationships and behaviour are good. Teaching and most other aspects of the education provided are satisfactory. The school provides satisfactory value for money.

What the school does well

- The headteacher provides very good leadership and the senior management team and the governors manage the school well.
- All staff share a commitment to improvement.
- Relationships at all levels are good and the behaviour of pupils is good.
- The school is a welcoming, safe, happy and orderly place to learn.
- Children in the Foundation stage make good progress.
- There are very good arrangements for monitoring and improving attendance.

What could be improved

- Pupils do not develop the necessary understanding and fluency in English to make good progress in all subjects. Consequently, overall attainment is below the expected national standards.
- Opportunities for the development of language skills, particularly speaking, are not sufficiently embedded in the curriculum and into the daily life of the school.
- Teachers do not systematically conduct day-to-day assessments and their planning is not always sufficiently detailed.
- Parents are not sufficiently involved in supporting the work of the school, particularly the development of spoken English and improving the level of attendance.
- The teaching time offered is significantly shorter than the national recommendations.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has successfully dealt with eight of the ten key issues identified in the last inspection report. It has good plans for the other two - improving standards of speaking and clarifying the roles of the language support staff. The quality of teaching has improved significantly and attainment is slowly improving. All aspects of management have been clarified and strengthened and the school has a good development plan based on the most important priorities. The National Literacy and Numeracy Strategies have been successfully introduced.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in the 1999 National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	E	E*	E	well above average A
Mathematics	E*	D	E	B	above average B
Science	E*	E	E*	E	Average C
					below average D
					well below average E

The standards reached in English and science were in the lowest five per cent nationally and those in mathematics were well below the national average. When the results are compared with those of schools with a similar proportion of pupils eligible for free school meals, the mathematics results are above average but the results in English and science are below average. However, this comparison does not take into account the very high proportion of pupils at Cayley who are learning English as an additional language. Results are gradually improving at a similar rate to the national trend. Inspection evidence confirms that attainment in mathematics, art and music is in line with national expectations, as is attainment in information and communications technology in Key Stage 1 and physical education in Key Stage 2. In all other subjects, attainment is below the expected levels in all age groups. Children in the Foundation stage make good progress. The school has set realistic targets and pupils are generally on course to achieve them. The most important factor holding down attainment is the pupils' lack of understanding and fluency in English.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory
Behaviour, in and out of classrooms	Good
Personal development and relationships	Satisfactory
Attendance	Unsatisfactory

Strengths include good behaviour and relationships and the respect shown by pupils to other people's values and beliefs. There is a noticeable absence of bullying or other kinds of oppressive behaviour. The high proportion of absences seriously affects attainment, particularly extended leave in Bangladesh. Pupils seldom take the initiative in their learning and most lack confidence in using spoken English.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	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.

Overall, ninety-one per cent of the teaching seen was satisfactory or better and thirty-six per cent was good or better. Five per cent of the teaching seen was very good. Teaching was better in the Foundation stage and Key Stage 2 than it was in Key Stage 1. There are no significant differences between the quality of teaching in most subjects. It is satisfactory in numeracy and literacy, with some weaknesses in Key Stage 1, but unsatisfactory overall in information

and communications technology, where teachers do not have an adequate grasp of the subject and their assessment is weak. Teaching in science is good. Strengths in teaching include the skilful management of pupils, the consistent approach to planning for literacy and numeracy and the well organised environment that teachers create. Teachers in the Foundation stage take care to reinforce language learning. Although teachers have a good range of skills, they have not all developed the specialised approaches needed to promote the development of language in every subject. Planning and assessment are not detailed enough for lessons to meet the needs of all pupils and expectations of pupils are not always high enough. Pupils are receptive and willing to learn but their rate of learning is often slow and they do not produce enough work in lessons. In many cases, they give up making an effort. This unsatisfactory learning is largely the product of pupils' poor understanding of English.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is satisfactory in the Foundation stage but unsatisfactory in the rest of the school because provision for language learning is not built in to the planning for every subject.
Provision for pupils with special educational needs	Satisfactory.
Provision for pupils with English as an additional language	This is not satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for personal, social and health education and for moral development is good. Provision for social and cultural development is satisfactory but provision for spiritual development is unsatisfactory.
How well the school cares for its pupils	Satisfactory overall.

The curriculum meets statutory requirements and there has been good progress in curricular planning. The introduction of the National Literacy and Numeracy Strategies and of personal, social and health education has been successful and pupils have equality of access to the curriculum. The community makes a good contribution to pupils' learning. However, the amount of teaching time each week is too low, there is insufficient emphasis on language development and assessment is not well used to support curricular development. The school does not fully meet the statutory requirement for daily collective worship. Provision for pupils learning English as an additional language is not satisfactory because there is no clear guidance for the language support staff on their responsibilities and how to carry them out. There are good plans to deal with these weaknesses. The school has very good procedures for promoting good attendance. These are beginning to have some effect but the full co-operation of all parents is essential. The school is good at monitoring and analysing data about pupils' personal and academic development and at providing welfare and care to pupils and to their families. The school provides a good range of information to parents about their children's progress and about school life. The weekly parents' meetings are greatly appreciated. However, parents are not involved enough in the work of the school, particularly in supporting the development of English language learning and better attendance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management of the headteacher and other key staff	Good.
How well the governors fulfil their responsibilities	Good.
The school's evaluation of its	Good.

performance	
The strategic use of resources	Satisfactory.

The headteacher provides very good leadership and clear educational direction. The governors are now actively involved and have a good strategic view of the school's development. All the staff share a strong commitment to improvement. The school's development plan identifies the most important priorities and financial management is now strong. The principles of 'best value' are strictly observed. The school does not yet make the best use of information and communications technology. There are enough appropriately trained teachers and support staff to meet the demands of the curriculum and the needs of the pupils. Resources are adequate and the accommodation is good and well cared for. All the non-teaching staff play a full part in the life of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children are making good progress. • The school expects children to work hard and do their best. • Teaching is good. • They feel comfortable approaching the school with questions or with a problem. 	<ul style="list-style-type: none"> • They do not receive enough information about how their children are getting on. • Homework is not consistently set.

A few parents felt that the school did not work closely enough with them and a few others were concerned about behaviour in the school. Inspectors agree with most of the positive views expressed but they judge that progress is generally slow and that potentially higher-attaining pupils are not given enough challenge. Behaviour is good and the school makes every effort to work closely with parents. Parents receive a good level of information but some yearly reports are not clear about the progress being made over time. An appropriate amount of homework is set but the pattern of work is not always consistent.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment of the majority of pupils when they enter the nursery and when they begin their compulsory schooling is below the nationally expected levels. The school reports low levels of fluency in English when initial home visits are made and the use of English is generally not well supported at home. A significant proportion of children entering the reception class have no experience in the nursery and many of those who join the school during the year are either returning from extended leave in Bangladesh or have had little or no experience in the English educational system.
2. The percentage of seven-year-olds reaching the expected levels in the 1999 reading tests was well below the national average and the average point score was very low. Despite an improving trend, the average point score has been very low for the past four years. The results were also well below those of schools having a similar proportion of pupils eligible for free school meals. In the 1999 writing tests, the percentages reaching expected levels and the average point score were well below the national average. Taking the past four years together, the average point score for writing has been well below the national average. When compared with similar schools, the 1999 results for writing were above average. Girls have mostly outperformed boys in reading but boys are making greater improvements in writing and, in 1998, their average point score was above the national figure for boys.
3. In the 1999 mathematics tests, the percentage of pupils in Year 2 who reached the expected level and the average point score were both very low. Compared with similar schools, results were well below the average. Taking the past four years together, results have been well below the national average although there were good improvements each year until 1999, when results dropped significantly. Boys outperform girls by a higher margin than the national average and boys and girls both exceeded the national average in 1997 and 1998. In 1999, teachers' assessments of attainment in science at the end of Key Stage 1 were very low compared with national figures and well below the average for similar schools.
4. The local authority's figures show that Cayley's results at Key Stage 1 have been low in each subject and in all years except 1998, when the results were above national as well as local averages in all subjects. Nevertheless, provisional results for the tests in 2000 show that there has been a very significant and steady improvement since 1996 in the percentages of pupils obtaining the expected grades in reading and writing and a strong upward trend in mathematics over the same period.
5. In the 1999 English tests at the end of Key Stage 2, the percentage of pupils reaching expected levels and the average point score were very low compared with the national average. In comparison with schools having a similar proportion of pupils eligible for free school meals, the 1999 results in English were well below the average. The average point score has been very low for the past four years. There was steady improvement for three years but results fell markedly in 1999. Over this period, girls have outperformed boys but the gap is less than that seen nationally and girls' results are very low compared with the national picture. Progress through Key Stage 2 has been well below that made by pupils of the same age in other schools who obtained similar Key Stage 1 results.
6. The percentage of eleven-year-olds reaching the expected levels in the 1999 mathematics tests and the average point score were well below the national averages. Nevertheless, there has been good improvement over the last four years. Girls have outperformed boys in two of the last four years. The percentage reaching expected levels or higher is in line with the average for similar schools and the average point score is above the average for similar schools. When the Key Stage 2 mathematics results are compared with those of other schools whose pupils achieved similar results at the end of Key Stage 1, the progress made by Cayley's pupils is above the average.
7. In the 1999 tests, the percentage of Year 6 pupils reaching the expected levels in science and the average point score were very low compared with the national average. Over the last four years, the average point score has been very low. There was improvement for three years but results fell markedly in 1999. Boys generally outperform girls and by a bigger margin than that seen nationally. In comparison with similar schools, the 1999 results were all well below the average. Compared with schools whose 1995 Key Stage 1 results were similar to those at Cayley, progress is well below the average.

8. When all the Key Stage 2 results in 1999 are compared with those of schools with similar Key Stage 1 results in 1995, the progress made by Cayley in all three subjects is below the average. Nevertheless, there is a steady upward trend over time which mirrors that seen nationally and the results of the optional tests taken at the end of Year 4 show good progress in the first two years of the key stage. The 1998 and 1999 Year 6 cohorts were not predicted to attain well and they experienced significant disruptions, owing mainly to the high turnover of teachers. The results of optional tests taken last year by this year's Year 6 showed very low attainment. This has been borne out by the provisional results of the 2000 tests. There was a slight improvement in the percentage of pupils obtaining the expected grade in English but results in mathematics and science were slightly below those in 1999. However, the school's analysis shows that real progress has been made, with many pupils moving up at least one level in a year. Well over a third of the pupils in this year's Year 6 had not reached the expected levels at the end of Key Stage 1 but a third of these pupils had progressed at least two levels by the end of Key Stage 2. This is average progress by national standards and therefore constitutes good achievement compared with the progress made by these pupils previously.
9. The school has had extensive support from the local authority, particularly to help improve literacy. There is plentiful evidence in the school's documentation that careful analysis and target-setting is being done. Although the school did not achieve its targets for 1999 and 2000, the recent detailed analysis of results is now leading to more realistic and better informed targets being built into the school's development plan. Evidence from the inspection and from the results of the optional tests in Years 4 and 5 indicate that the school is making good progress towards reaching its new targets. Weaknesses identified by the school include all aspects of writing in Key Stage 1, aspects of comprehension in Key Stage 2, written problems in mathematics, and the use of scientific language.
10. When they enter compulsory education, children in the Foundation stage are reaching levels below those expected for their age in all the areas of learning except their personal, social and emotional development. In that area, their attainment is satisfactory. Nevertheless, their achievements and the progress they make are generally good when compared with their attainment on entry.
11. Standards of attainment in English, based on the evidence collected during inspection week, are below the nationally expected levels at the ends of both key stages, although standards are higher at Key Stage 1. Standards in speaking and listening are generally poor and this is at the root of the more general underachievement throughout the school. Attainment in writing at the end of Key Stage 1 is well below the expected level, although pupils are making progress but, in Key Stage 2, written work remains below expectations. Pupils are not fluent writers and their written work is often short and unimaginative. In writing, as in speaking, they find it difficult to express themselves. Attainment in reading is below national standards but the gap is becoming narrower although more advanced reading skills are not well developed. Progress over time is satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2.
12. In mathematics, pupils are at the nationally expected levels at the ends of both key stages, although only a few reach higher levels. The comparative underperformance of the great majority of pupils in the national tests is largely attributable to the serious difficulties they experience with mathematical language. Pupils in Key Stage 1 make good progress and those in Key Stage 2 make satisfactory progress. Based on the small amount of evidence available, standards of attainment and progress in art are in line with what is expected nationally. Overall achievement in information and communications technology in Key Stage 1, physical education in Key Stage 2 and music in both key stages is in line with national expectations and pupils are making satisfactory progress. It was not possible to form any judgements about design and technology or about physical education in Key Stage 1.
13. Attainment in science and religious education is below the expected levels at the ends of both key stages. Across the school, standards of attainment in history are below national expectations and they are generally low in geography, with some evidence of satisfactory work by higher-attaining pupils in Key Stage 2. The attainment of pupils in information and communications technology is below national expectations in Key Stage 2 largely because the range of work undertaken is not sufficiently extensive.
14. There are no significant differences between the attainments of boys and girls or between groups of pupils. In the Foundation stage and in both key stages, pupils with special educational needs make satisfactory progress towards the targets in their individual education plans. However, tasks set for higher-attaining pupils are often not sufficiently challenging for them to progress at an appropriate level. Skills in mathematics and information and communications technology are not adequately developed in other subjects.

15. Just under three-quarters of all pupils are learning English as an additional language and the majority enter school with low levels of attainment in the language. Children in the Foundation stage make satisfactory progress in learning English. They are generally involved in their learning and respond to experiences with enthusiasm. They quickly learn to express preferences and to use phrases such as 'please' and 'thank you'. However, the acquisition of linguistic skills, knowledge and understanding across Key Stages 1 and 2 is slow. Pupils do not achieve the standards of competence in English necessary for them to understand and reason at even the most elementary level. Consequently, they are unable to make satisfactory progress in their work. Pupils at the early stages of learning English as an additional language seldom participate in discussions and often they do not understand the purpose of the tasks they are given. They lack the confidence to speak out in class and frequently appear passive in lessons, having to sit for lengthy periods, listening to language they do not understand and learning little.
16. There are several reasons for this lack of progress in both key stages. Although teaching is satisfactory overall, not all teachers have developed the specialised range of strategies needed to work in circumstances where the majority of pupils have little understanding of English. They do not all systematically focus on developing pupil's spoken language in all subjects. Often, pupils talk to one another in Sylheti during lessons so that their understanding, vocabularies, linguistic skills and their capacity to reason in English are not developed. Outside the classroom, most pupils lapse immediately into their home language. The school has recognised this. Additional work on spoken English is taking place and more is planned but, at the time of the inspection, it was too soon for the work to have had any significant effect on pupils' fluency or on their ability to contribute in class.

Pupils' attitudes, values and personal development

17. Pupils' attendance is unsatisfactory. The rate of attendance has improved slightly since the last inspection and is in line with that of many schools in the borough but it is still well below the national average. Most authorised absence is due to illness or to the many occasions of extended leave abroad. Long stays in Bangladesh are a major concern for the school and have a very serious impact on the pupils' educational attainment and progress. Last year, the school calculated that the average loss of education for the pupils taking extended leave was fourteen weeks. The school has now adopted a very rigorous approach in an attempt to improve attendance over the year. These measures, while beginning to have some impact, are also having the unwanted short-term effect of increasing the proportion of unauthorised absences. Registers are completed regularly each morning and afternoon.
18. Pupils like coming to school and have satisfactory attitudes to their learning. They arrive sensibly in the morning and the vast majority are punctual for the start of their lessons. A good number of pupils participate in the range of clubs and after-school activities but, during lessons, pupils often show a lack of interest. Sometimes it is very difficult to enthuse the pupils and catch their imagination. However, where the teaching is lively and challenging, the pupils respond very well. In a Year 4 personal, social and health education lesson on healthy lifestyles, the pupils enthusiastically shared their ideas and collaborated productively and with good effort. In a Year 2 drama and literacy lesson, the pupils were captivated by the role-play performed by the two teachers and consequently became very well involved in speaking about and discussing the merits of 'The Pig in the Pond'.
19. The behaviour of pupils is good and there have been no exclusions in the last year. This is a definite improvement since the last inspection. Pupils know the school rules well and were able to give examples in one assembly of how they can be followed. They are very orderly as they move between lessons or in and out of the playground. In assemblies, pupils all sit quietly and sensibly and lunch-time is an organised and pleasant occasion. When the teaching is not very clear and focused, pupils often lose concentration. Their limited understanding of English prevents them from following the lesson and it seriously holds back their learning. There is no evidence of bullying, sexism or racism. The harmony of the pupils as they work and play together is a strength of the school.
20. Pupils take a satisfactory level of personal responsibility. Pupils are responsible and helpful in their own classes. The pupils in each class have devised their own simple code of conduct and monitors give out pencils or collect in exercise books. Most pupils grow in confidence as they move up the school although there are a significant number in the older classes, particularly girls, who are shy and unwilling to speak out. Pupils are not sufficiently confident in taking the initiative. Too often they rely on the directions and suggestions of adults and fail to notice what needs to be done of their own accord. In lessons, many pupils do not have sufficiently developed learning skills. There is a lack of independent research, including the use of dictionaries or information books, to enrich their writing. The presentation of work is frequently untidy, with smudged pencil marks and wandering lines.

21. Pupils have a satisfactory understanding of the impact of their actions on others and have a well-developed respect for others' feelings and values. In assemblies, most pupils are respectful and listen carefully to adults and to one another. In a Year 1 religious education lesson, the pupils asked pertinent questions about Noah and his ark and showed a good understanding of his wish to care for the animals. When pupils misbehave, they demonstrate genuine regret by writing letters of apology to adults and pupils alike.
22. Relationships in the school are good. Pupils are friendly and supportive towards each other. For example, one group was particularly helpful to a fellow pupil who had sadly had a recent bereavement in the family. In class, pupils nearly always work well together and share resources sensibly. They are respectful towards their teachers and other adults. Some older pupils have formed particularly positive relationships with the volunteers from the 'Readers' Digest' who are helping them to read and this definitely promotes their learning.

HOW WELL ARE PUPILS TAUGHT?

23. Teaching has improved significantly since the last inspection. In ninety-one per cent of the lessons seen, teaching was satisfactory or better. Teaching was good in thirty-one per cent of lessons and very good in five per cent. It was consistently satisfactory in the Foundation stage and satisfactory overall in Key Stage 2 but two of the twenty-seven lessons seen in Key Stage 1 were unsatisfactory and two were poor. There was no significant difference in the quality of teaching in most subjects but it was just satisfactory in English, with some weaknesses in Key Stage 1, and unsatisfactory overall in information and communications technology, where teachers do not have an adequate grasp of the subject and their assessment is weak. Overall, the teaching of science and music is good. Teachers' knowledge and understanding of the subjects they teach is generally satisfactory although some lack confidence in practical aspects of art.
24. Particular strengths of teaching include the sensitive and skilful way in which teachers manage their pupils. This creates a secure and positive foundation for learning. Teachers have successfully adopted the overall planning framework of the National Literacy and Numeracy Strategies and they have a consistency of approach. Teachers in the Foundation stage plan in detail and organise interesting activities that develop several areas of learning together. They make good use of questions to develop children's understanding and they and the support staff use every opportunity to develop the children's language; for example, they encourage them to respond in simple, complete sentences to questions offering them choices. Consequently, children's learning is satisfactory. There is some particularly effective team teaching in the Foundation stage and in mathematics. This enables teachers to reinforce the learning points, using slightly different approaches and voices, and to work more effectively with small groups. Teachers generally create an orderly, well-organised learning environment which helps to foster a good working atmosphere. Some good initiatives include work with a neighbouring school to teach the pupils how to use spreadsheets and teaching links with a local printing firm to develop desktop publishing.
25. The teaching of pupils with special educational needs is satisfactory. Teachers are well supported by classroom assistants who work closely with the special needs co-ordinator and the class teacher. However, teachers' planning does not always identify the particular approaches and tasks which are appropriate to their needs. The school is committed to providing equality of opportunity and access to the curriculum and all pupils are well integrated into the life of the school.
26. There is a strong commitment to 'partnership' teaching within the school, where the specialist language teachers employed through the Ethnic Minority and Travellers Achievement Project frequently share teaching with the class teacher. This works well for pupils learning English as an additional language when both teachers have an understanding of the pupils' needs. For instance, in a Key Stage 1 lesson, new words were introduced and explained extremely well and pupils were encouraged to speak out. The language teacher subsequently worked with a small group and all the pupils made extensive use of spoken English. The work of the language teachers and support assistants is inconsistent but it is most successful when teachers prepare well and make good use of resources to encourage pupils to speak in English. For instance, one support assistant successfully encouraged the use of English by having a ready-made variety of puppets for pupils to use.
27. Teachers' weekly plans do not place sufficient emphasis on the need to develop pupils' knowledge and understanding of the English language. Pupils are not being systematically helped to develop the ability to speak with sufficient fluency to express their own perceptions, hypotheses, reasoning or emotions. They need to be able to do this before they can make satisfactory progress. This applies to all subjects and all age groups, except the Foundation stage, where practice is generally good. Most teachers follow the detailed lesson Framework for the National Literacy Strategy but the pupils' language needs are not adequately met in this way. There is

insufficient emphasis on speech development and the language used and some of the concepts are often much too advanced for the pupils to understand.

28. Teachers possess all the basic strategies for successful teaching. However, they have not all made the significant adaptations needed to meet the particular needs of this community of pupils. In particular, they have not developed enough strategies for encouraging and developing clear speech among pupils whose grasp of English is tenuous. For example, they do not use enough open-ended questions to promote discussion and some of the activities chosen do not require pupils to speak. Some teachers are aware of the need to promote the use of oral language and increase fluency and they plan their lessons accordingly. Where drama is well used, results are often good, but the use of this or other creative disciplines to promote spoken English is limited.
29. Teachers do not systematically carry out day-to-day assessments of the progress made by individual pupils and so they are not fully aware of the different needs and abilities in the class. This and the absence of daily lesson plans mean that individual learning needs are not always met or higher-attaining pupils appropriately challenged. The result is that the pace of work is often slow, with very small amounts of work completed by the end of the lesson. Pupils are willing to learn, behave well and try to concentrate, but their comprehension of English is limited. Consequently, their learning is unsatisfactory. They are often too passive and few show initiative or take responsibility for their work. Most set out to work well but a significant proportion in each class soon give up making an effort. The absence of regular assessment means that pupils are generally unaware of what they have learned or of what they need to do to make progress.

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

30. Since the last inspection, the school has reviewed its curriculum and has drawn up an overall framework for planning. It has also adopted the schemes of work provided by the Qualification and Curriculum Authority for most of the foundation subjects and is adapting them to the schools' own needs. The curriculum now meets statutory requirements for all age groups in the school and successfully incorporates the National Literacy and Numeracy Strategies. Religious education is taught according to the locally agreed syllabus and the governors' agreed sex education policy is implemented. The curriculum also includes a good programme of personal, social and health education which gives attention to drug misuse and which contributes effectively to pupils' personal development. The statutory curriculum is offered appropriately to pupils with special educational needs. The school successfully ensures equality of opportunity for all in the school.
31. The amount of taught time is below the levels recommended by the Department for Education and Employment by thirty-five minutes a week in both key stages and by ten minutes a session in the Foundation stage. This significant loss of learning time is made worse by the late start of lessons at the beginning of the morning and afternoon sessions and after breaks. The lay-out of the school building means that time is needed to travel safely from the playground areas to the second and third-floor classrooms. However, the time lost in this way amounts to twenty to thirty minutes a day. Overall, therefore, pupils are receiving approximately three hours a week less teaching than the national guidelines recommend. This significantly limits their opportunities for learning. Furthermore, pupils in Key Stage 1 are timetabled for half an hour a day before assembly. This time is generally not well planned or used.
32. The curriculum in Key Stages 1 and 2 does not fully meet the needs of the pupils because planning for language development is not embedded into every subject, in all year groups. This is the key priority in raising attainment because almost all the pupils are learning English as a second or third language. Their lack of comprehension and fluency in English severely limits their access to the full curriculum and their learning is significantly affected. Although language work is taught through English and through the Literacy Strategy, an overall approach to learning an additional language is not sufficiently co-ordinated or consistently implemented in these or the other subject areas across the whole curriculum. Insufficient weight is given to promoting the development of spoken English in all aspects of school life, including break and lunch times. Pupils are being provided with a physically and socially safe environment but there is insufficient challenge to achieve as an English speaker. The development of skills in numeracy across the curriculum is satisfactory.
33. The community makes a good contribution to pupils' learning and there is a good range of extra-curricular opportunities which help to provide a broader range of experiences for pupils. These include visits and projects undertaken in the locality, such as the Mercers' Burial Ground Project, an investigation of the impact on Stepney and Docklands of World War II, after-school clubs offering activities in sports, music, drama and computing and visits to local museums. There is also a homework club to help support pupils' learning after school.

34. The pupils' spiritual, moral, social and cultural development is satisfactorily promoted although there is no overall policy guidance and these aspects are not referred to in curriculum policies or in teachers' planning. Provision for pupils' spiritual development is unsatisfactory while it is satisfactory for social and cultural development and good for moral development. Moral education is well promoted through daily assemblies, circle time and religious education lessons. School rules are displayed in classrooms and each class devises its own rules. Pupils are aware of the school's behaviour policy and generally abide by it. They are made aware of what constitutes acceptable and unacceptable behaviour and comply with expectations. Circle time has contributed to an understanding of moral issues, such as bullying and dealing with difficult situations. Teachers emphasize the difference between right and wrong where it is relevant, not only lessons but in other settings during the school day.
35. A range of curricular and extra-curricular activities provides satisfactory opportunities for pupils to develop socially. A variety of grouping arrangements enables pupils to interact with all the others in their class. Visits to places of interest and visitors to school contribute positively to the development of pupils' wider social skills. Midday eating arrangements are well organised and effective in promoting social development. Opportunities for older pupils to take responsibilities and contribute to the life of the school are limited although pupils do take on smaller-scale responsibilities in the classroom. The school has recognised this and there are plans to develop a school council in the near future.
36. Provision for pupils' cultural development is satisfactory. They are provided with knowledge and insight into the values and beliefs of their own and other cultures through assemblies and in religious education lessons. A Bengali cultural organisation provides music workshops each week. The festivals of the major world religions are celebrated. Visits to museums, art galleries, the Globe Theatre and the local area helps to promote the history and culture of Britain. The curriculum contributes to this development through offering experiences of literature, art and music and by offering events such as Book Week. The wider curriculum encourages pupils to recognize and value their home experiences with provision such as Bengali Club, although there is very limited reference to the pupils' heritage in the planned curriculum.
37. The promotion of pupils' spiritual development is unsatisfactory. Even though there are moments for reflection in assemblies, they are too brief and they lack the necessary guidance or stimulus for pupils to gain spiritual awareness or self-knowledge, especially in Key Stage 1. Spiritual development is not planned or nurtured through the curriculum and pupils have insufficient opportunities in circle time to explore their own and other's feelings. There are no displays around the school or in classrooms to encourage a spiritual response and few opportunities to respond to art or nature with awe or wonder.
38. Daily acts of collective worship do not comply with statutory regulations, as they fail to give due prominence to a deity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. There are good procedures for the welfare and support of pupils and their families. Teachers are carefully informed of any pupil in their class with health or medical concerns. The arrangements for child protection are satisfactory. Although the policy and training arrangements need to be updated, the staff are all aware of what to do if they are suspicious about child abuse. The health and safety arrangements in the school are good and the premises manager works hard to ensure the site and building are safe for the pupils and employees each day. The headteacher and governors carry out a thorough annual risk assessment of the whole school and they have a well-planned programme to introduce further safety measures.
40. The school has developed and implemented very good procedures for monitoring and improving attendance. A recent attendance project has led to thorough checking and analysis of absences. The clearly written attendance policy is consistently followed by all staff. Parents are firmly and regularly reminded about the need for the regular attendance of their children at school and pupils are very pleased when their class wins either the teddy bear or the silver shield for good attendance. A Bengali assistant, who speaks several other languages, has been employed to follow up absences every day. A senior teacher acts as the attendance co-ordinator and the headteacher also keeps a very close eye on absences. The school still suffers from a very high absence rate relating to extended family stays in Bangladesh. However, the school does not condone this practice. Families must complete a detailed request form, giving the date of return, and school places are promptly withdrawn from pupils who do not come back within a short time of the agreed date. Although still unsatisfactory, little by little the attendance rate is improving.

41. The headteacher has developed procedures for the detailed analysis of test results at the ends of both key stages and of the results of the optional tests at the ends of Years 3, 4 and 5. Teachers are beginning to use these data effectively to identify the learning needs of individual pupils and to set targets for each class, and for groups within the class. The information is not yet being fully used to support curricular planning. Teachers mark pupils' work regularly and assessment in the core subjects includes comments to guide pupils on how to improve their work. This good practice is not a feature in other subjects, where there is little evidence of assessment being used to identify progress against national criteria.
42. Pupils with special educational needs are identified early in their school careers and their progress is monitored from the nursery onwards. There are sensible procedures for entering pupils on the school's register of special educational needs and good use is made of outside agencies to meet the needs of these pupils. The progress of those pupils with statements of special educational need is formally reviewed each year and individual educational plans are written for all pupils with special educational needs. However, these plans are insufficiently detailed to allow teachers to monitor progress effectively and they do not allow pupils to follow their own progress. Consequently, pupils are likely to remain on the register longer than they should.
43. The school is making good efforts to improve its assessment and tracking systems for pupils learning English as an additional language and it is now in a position to build up a profile of each pupil's development from entry. This system also carries the details of individual pupil's absence so that the school can monitor the effect this has on progress. This is an advance since the last inspection. Individual teachers and assistants employed under the Ethnic Minority and Travellers Attainment Project keep observational records of those pupils with whom they work but there is no system for the regular assessment and recording of pupil's language development and learning needs. The nursery staff keep profiles of children's language which are very informative but these are not built upon or continued through the school. This unsatisfactory lack of detail in assessment leads to a lack of targeted planning for individuals and classes. Overall, the school has made little progress in the teaching, assessment and planning for the education of pupils learning English as an additional language since the last inspection. However, there has been a marked improvement in the Foundation Stage.
44. Children arriving in the nursery are settled in well, so that they are soon independent and able to cope with school life. All pupils have personal, social and health education. These lessons provide a good grounding in appropriate ways of expressing oneself, coping with feelings and living a healthy lifestyle. The school successfully monitors pupils' personal development through this programme and by keeping individual records of achievement and records are passed on to the next class teacher at the end of each year.
45. There are good procedures for monitoring and promoting acceptable behaviour. The behaviour policy is very clear and easy for the pupils to understand. Assemblies at the beginning of the school year are used to remind the pupils of the school rules and there is an effective system of rewards and sanctions. The management of pupils' behaviour is generally good and rare instances of bullying or other harassing behaviour are dealt with well. Relationships in the school are very good. Recent arrivals to this country are given good support and guidance and are fully integrated into the mainstream of the school. Communication is greatly helped by the fact that several adult helpers are Bengali speakers. Extra support in class is targeted on those pupils who have missed school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents are supportive and appreciative of the school. A positive impression of the school was given by the small percentage of parents who attended the pre-inspection meeting or returned the questionnaires. The school provides good information for parents. Parents of nursery-age children are given an informative booklet and their child is visited at home before starting school. Every parent is invited for an interview with the headteacher. Consequently, parents and children feel well informed and confident on the first day.
47. Parents are particularly appreciative of the weekly parents' meeting. This is held in the parents' room that is well positioned next to the welcoming entrance hall. The meeting provides a forum for parents to express their views or to ask for information. Translation is provided for written documents and at meetings. The school has not held a meeting for parents to explain the National Numeracy Strategy but teachers now have a new pro-forma to inform parents about what is being taught each term. The annual open week when parents can see lessons being taught is a positive move to encourage their interest and understanding of the English education system. The school works closely with the parents of pupils with special educational needs. They are encouraged to become involved and to attend the annual review meetings.

48. Many parents cannot help in school because their grasp of English is limited. There is no parent- teacher association and levels of attendance at school events are low. Although parents support the idea of regular homework, the language barrier means that many are unable to help their children with the work, particularly reading. Consequently, parents have little direct impact on the work of the school. Despite that, the school has effective and supportive links with parents. Class teachers are always available to parents at the beginnings and ends of each day and appointments can be made with the headteacher whenever necessary.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher was confirmed in post two terms before the inspection after two terms as acting headteacher. The previous inspection had found the school to have serious weaknesses in leadership and management and seven of the most senior teachers resigned in the spring and summer of 1999. Despite these difficulties, the headteacher has successfully introduced a wide range of important and much-needed initiatives, including a programme of monitoring, a new management structure, procedures for self-evaluation and a revised action plan and school development policy. She provides very good leadership and has a very clear and determined view of how the school needs to develop and what needs to be done to raise standards of attainment. She has been well supported by the local education authority and by the remaining staff at the school. New staff have been recruited and staff morale is now good. All the staff are united in their commitment to improvement and this spirit reflects the school's new aims and values and permeates all aspects of school life.
50. The senior management team is new but it is already having a significant and positive effect on the way the school carries out its work and members of the team are taking their new responsibilities very seriously. The governing body is now at full strength. Governors now understand their duties and are carrying them out effectively. Their work is conducted through four committees. Three of these meet at least twice a term and the finance committee meets once a month. Governors are linked to different subjects and to work with special educational needs and English as an additional language. They are well informed through their own visits and through contact with staff, parents and pupils and by the headteacher's very detailed and regular reports. These are all marked improvements since the last inspection.
51. The new monitoring systems are very thorough and they enable the school to evaluate its progress towards the targets in the development plan. The development plan itself sprang originally from the action plan which followed the previous inspection. It is constantly reviewed by the senior management and the governors and revisions and new priorities are established through a consultative process involving all the staff and, sometimes, the parents. The priorities are well chosen and reflect the school's most important needs. All the original priorities have been successfully tackled and new ones are assigned to named members of staff, together with estimated costings and deadlines for completion.
52. Teaching is monitored regularly by the headteacher, the deputy headteacher and co-ordinators of the core subjects, often working together and often with the additional support of a link inspector from the local authority or an external consultant. Records of lesson observations are used to identify areas needing additional support and professional development. Where common themes are identified, they are taken up as topics for staff training days. There are plans to extend these arrangements to include the foundation subjects on a rotational system. Staff development is well planned to support the overall needs of the school as well as the professional development of individuals. There are good procedures for the induction of new staff and for the support and mentoring of newly qualified teachers. The school has adopted a policy for performance management which follows national guidance. This is being negotiated and agreed by staff and governors and the school is now awaiting final advice from the local authority. The senior management team has an overview of equal opportunity issues and effectively manages developments, basing their work on the local authority's policy.
53. Subject co-ordinators generally provide satisfactory management for their subjects and the management of the Foundation stage and of information and communications technology is good. The co-ordinator for special educational needs is relatively new to the post and has yet to establish effective systems for reviewing pupils on the early stages of the register. However, effective teamwork and support have been established amongst the learning support assistants for those pupils with statements. The school has an enthusiastic and knowledgeable co-ordinator for work with pupils learning English as an additional language. She has just returned to the school after a two-term absence and is aware that there is work to be done. She is updating the policy which clearly differentiates between pupils with special educational needs and those learning English as an additional language. She has also recognised that the language support staff need clear guidance in their roles and their work needs to be monitored.

54. The headteacher, together with the newly appointed senior administrative officer, discovered that the school was seriously overspent in September 1999 and the local authority was asked to conduct an audit. All the recommendations from the audit have been followed, efficient electronic systems of book-keeping have been set up and the school's budget is now under firm control. The day-to-day management and administration of finances is very efficiently carried out by the senior administrative officer and the headteacher and the governors' finance committee monitor patterns of expenditure monthly. Financial planning is very thorough and is firmly based on the educational priorities in the school's development plan. The principles of best value are strictly applied. The school uses specific grants effectively and it deploys staff and resources appropriately. However, no consideration has been given to the deployment of pupils in the early stages of language acquisition between classes. The school is not yet using new technology effectively across the curriculum.
55. There are enough, suitably qualified staff to meet the demands of the curriculum and the needs of the pupils and resources are generally satisfactory. However, resources to support English language learning are limited. Despite its age and size, the building is very well maintained and kept clean by the school premises manager and his staff and there is a carefully costed rolling programme of refurbishment. The large and well laid-out grounds are well used for play and physical education and there are plans to begin to develop the use of a nature area. All the administrative staff and premises staff, as well as helpers and lunchtime staff make a valuable contribution to the life of the school, helping to create a welcoming, secure and happy environment.
56. The last inspection identified ten areas for improvement. The school has very successfully addressed eight of these and has clear and sensible plans for improving the other two – the development of speaking and listening skills and the effectiveness of the language support staff. Standards of teaching have been very significantly improved and attainment is following, but much more slowly. There continues to be a concerted drive to raise standards and the staff are all committed to this aim. Relationships at all levels are good and morale is good. Overall, there has been good improvement since the last inspection. In the judgement of the inspectors, Cayley Primary School no longer has serious weaknesses and it is well placed to improve further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to raise the attainment of pupils in the school, the senior management and governors need to:
- a. Enable all pupils to develop fluent, correct English to describe their thoughts, feelings and ideas by providing opportunities for the development of language skills, particularly speaking, in every subject and in the daily life of the school. **(See paragraphs 11, 15, 16, 19,28, 32, 69, 74, 78, 81, 83, 84, 90, 91, 97 and 101)**
 - b. Make further efforts to involve parents in the work of the school, encouraging them to support the use of spoken English in and out of school and to carry out their legal duty to ensure that their children attend regularly throughout the school year. **(See paragraphs 17, 40 and 48)**
 - c. Make regular recorded assessments of individual pupils' progress and their learning needs, working with the pupils when appropriate, and build these into their lesson plans. **(See paragraphs 23, 27, 29, 41, 43 and 86)**
 - d. Conduct a radical review of teaching time, ensuring that the planned time fully complies with the national recommendations and that no time is wasted inside or outside the Classroom. **(See paragraphs 31 and 73)**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	31	55	7	2	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	50	388
Number of full-time pupils eligible for free school meals	N/a	292

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	7
Number of pupils on the school's special educational needs register	3	82

English as an additional language	No of pupils
Number of pupils with English as an additional language	317

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	42
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	3.1
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
	1999	26 (24)	21 (20)	47 (44)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15 (20)	19 (22)	18 (23)
	Girls	13 (18)	17 (18)	13 (18)
	Total	28 (38)	36 (40)	31 (41)
Percentage of pupils at NC level 2 or above	School	60 (86)	77 (91)	66 (93)
	National	82 (80)	83 (78)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17 (21)	19 (20)	15 (22)
	Girls	14 (18)	16 (18)	13 (18)
	Total	31 (39)	35 (38)	28 (40)
Percentage of pupils at NC level 2 or above	School	66 (89)	74 (86)	60 (91)
	National	82 (81)	86 (85)	87 (86)

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
	1999	39 (24)	21 (34)	60 (58)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10 (7)	22 (13)	20 (14)
	Girls	8 (18)	10 (15)	8 (18)
	Total	18 (25)	32 (28)	28 (32)
Percentage of pupils at NC level 4 or above	School	30 (44)	53 (51)	47 (56)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15 (7)	16 (8)	19 (7)
	Girls	6 (15)	5 (14)	7 (15)
	Total	21 (22)	21 (22)	26 (22)
Percentage of pupils at NC level 4 or above	School	35 (38)	36 (38)	43 (38)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	1
Black – other	3
Indian	3
Pakistani	4
Bangladeshi	296
Chinese	5
White	8
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.6
Number of pupils per qualified teacher	23.1
Average class size	27.7

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	325

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	25

Total number of education support staff	4
Total aggregate hours worked per week	95

Number of pupils per FTE adult	8.3
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FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
	£
Total income	1,022,319
Total expenditure	1,063,503
Expenditure per pupil	2,363
Balance brought forward from previous year	1,916
Balance carried forward to next year	-39,268

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	430
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	56	37	0	0	7
Behaviour in the school is good.	48	33	11	0	8
My child gets the right amount of work to do at home.	41	30	15	7	7
The teaching is good.	59	37	4	0	0
I am kept well informed about how my child is getting on.	41	26	26	0	7
I would feel comfortable about approaching the school with questions or a problem.	41	48	4	0	7
The school expects my child to work hard and achieve his or her best.	74	19	0	0	7
The school works closely with parents.	56	15	11	0	18
The school is well led and managed.	41	44	0	4	11
The school is helping my child become mature and responsible.	56	30	7	0	7
The school provides an interesting range of activities outside lessons.	44	37	4	4	11

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

58. At the time of the inspection, there were two nursery classes, one of which had part-time pupils, and a reception class. The children in the nursery classes are three year-olds and the younger four-year-olds and the reception class has the older four-year-olds. Before the children start school, members of staff visit their homes and parents are encouraged to visit the school. These arrangements help the children to settle in well. The school's assessment of children on entry to the reception class shows that the attainment of the majority of children is below nationally expected levels. In addition, almost all the children are learning English as an additional language while some have little or no knowledge of English at all.
59. Good progress has been made since the last inspection, when most of the teaching and provision for the early years was judged to be unsatisfactory. The current co-ordinator, who has been in post for a term, has a clear plan for the development of the Foundation stage. Several good initiatives have been introduced, such as focused observations to assess the children, but is too early to evaluate their effectiveness. However, there is now an interesting and stimulating learning environment with an appropriate emphasis on language development.
60. The provision for communication, language and literacy is good and children are making satisfactory progress. However, their attainment when they leave the reception class is still below national expectations because of their low starting point. Every opportunity is taken to develop skills in speaking and listening by providing a stimulating and interesting environment, modelling the correct language and reinforcing key vocabulary. During the inspection, the nursery classes were concentrating on the recognition and exploration of colours and the associated language through appropriate stories. Despite the good practice, not enough opportunities are provided for children to talk to each other in English. Recognition of letter sounds begins in the nursery and it is further developed in the reception class, where the teaching of sounds is linked to handwriting skills. Most children can hold a pencil correctly and trace over their names but only a few can write recognisable letters unaided. The reception class successfully uses the National Literacy Strategy in a form suitably adapted for young children but, although many have the appropriate pre-reading skills, such as knowing that print carries meaning and that English is read from left to right, few are able to recognise words on sight.
61. Provision for mathematical development is good. Children's attainment in this area is below the expected level when they reach the end of the Foundation stage but they are making satisfactory progress over time. Good opportunities are provided for children to count and recognise numerals in an every-day context, such as at registration or in the 'post office' role-play area. The children know and enjoy number rhymes. Counting is encouraged in a number of activities and older children can recite numbers to twenty and beyond. However, some of the older children still cannot match one to one and very few can do simple addition or subtraction. Mathematical language is developed through the role-play areas and through activities which involve sorting, matching and pattern-making. For example, children in the nursery were opening bean pods and sorting them by size or colour. The dinner times are also used to reinforce language when children are required to use words such as 'big' or 'little' or 'one' or 'two' to describe the portions they want. The reception class has introduced the National Numeracy Strategy in a form suitable for young children, with an emphasis on practical activities. However, children are seldom required to solve simple problems or discuss possible solutions.
62. There is satisfactory provision for knowledge and understanding of the world but the children's attainment and progress are limited by their lack of understanding of English. Attainment is below the nationally expected levels when they reach the end of the reception year although achievement is generally satisfactory. Children in the nursery show strong natural curiosity. For example, they were astonished when they were helping a teacher to set up a green table and a beetle crawled out of the leaves. The teacher made good use of this learning opportunity but difficulties in formulating and asking questions prevented the children from fully expressing their curiosity. Older children could explain that babies need looking after, drawing on their own experience of younger brothers and sisters, but their responses were restricted to words and phrases rather than sentences. Although there is suitable provision for sand and water play, the planned use of these areas is underdeveloped. Children are introduced to computers in the nursery class and children in have formal lessons in the computer suite, where they are learning to use keys such as the back space.

63. The provision for creative development is satisfactory. Attainment at the end of the Foundation stage is below national expectations but progress is satisfactory. During the inspection, the nursery topic was colour and several activities were organised that enabled children to explore colour. The children can draw pictures, using paint and crayon, and create collage using coloured paper but these activities are over-directed by the teachers so that children show little independent creativity. The standard of drawing is poor. The children enjoy stories and songs and are able to join in with some words and actions. The children in the nursery are introduced to musical instruments and use them to accompany nursery rhymes. In the reception class, the children could not name the various percussion instruments but they could show the various ways they can be played. Children make good use of the role-play areas, such as a home area and a shop in the nursery and a post office in the reception class.
64. The provision for physical development is good and attainment and progress are satisfactory. The outside area offers a range of stimulating activities including climbing, jumping, sliding, and balancing. Most children can manage these activities with confidence and a with a good awareness of others. Staff are supportive and encourage those with less confidence to try. The children can handle, pedal and push toys with ease and they can use a range of large and small equipment satisfactorily. They have good manipulative skills and can handle malleable materials and tools, such as pencils and glue-spreaders, safely, correctly and with satisfactory control
65. The provision for personal, social and emotional development is good and the children's attainment and progress are satisfactory. Most children come to school happily, they relate well to one another and form good relationships. They are able to take turns and share toys and equipment. They are well-behaved and compliant in lessons but show little initiative. Children have good social skills, take care of equipment, tidy up at the end of sessions and have good table manners. They are able to respond to experiences and show a range of feelings but their lack of fluency in English limits their ability to express them to most adults in the school.
66. In the lessons observed, the teaching was satisfactory overall. The school has made a good start in introducing the Foundation stage and the early learning goals. Teachers plan in detail, learning intentions are clearly stated and interesting activities are organised. The teachers make good use of questions to explore and develop children's understanding, the pace of the lesson is generally appropriate and appropriate teaching strategies are used. The rooms are well organised with resources neatly labelled. The outside areas, especially in the nursery, are well-developed and their use as extended learning areas is very good. The teachers and the support staff are enthusiastic, supportive and encouraging and they use every opportunity to develop the children's language. All members of staff are well deployed to support the children's learning.

ENGLISH

67. The results of the national tests for seven-year-olds in 1999 show the percentages of pupils attaining the expected levels in reading and writing were well below the national averages. The average point score for reading was very low compared with national figures and the average score for writing was well below the national average. In comparison with schools having a similar proportion of pupils eligible for free school meals, the percentages attaining the expected levels and the average point score in reading were well below average but results were above the average in writing. Over the past four years, results in both reading and writing have varied dramatically but there is a generally improving trend. The performances of boys and girls broadly follow national trends.
68. In the 1999 English tests for eleven-year-olds, the percentage of pupils reaching the expected level and the average point score were very low compared with the national averages. The results were well below the averages for schools in a similar context. Compared with other schools that achieved similar results at the end of Key Stage 1, the progress made through Key Stage 2 has been well below the average. Over the past four years, the average point score shows erratic performance with a slight improvement. Girls outperform boys but the gap is less than that seen nationally and girls' results are very low compared with girls' results nationally.
69. Standards in speaking and listening are poor at the end of both key stages. On entry to the reception class, pupils' attainment is well below national expectations for their ages. In Key Stage 1, pupils find it difficult to sustain concentration as expected at this age. Although well behaved, they listen passively and respond in very simple phrases. They have difficulties in comprehending stories and, when asked to discuss in pairs or in groups, they prefer to speak in Bengali. This language is also used in other subjects, including drama, preventing progress being made in the English language. The same situation occurs in Key Stage 2. Even in Year 6, pupils discuss in Bengali when they should be developing their fluency in English. Whole class discussions are slow, with very few contributions from pupils.

70. Standards of writing at the end of Key Stage 1 are below the national expectation although pupils are making progress. The higher-attaining pupils are beginning to gain an understanding of sentence structure and using capital letters and full stops. Pupils write for a range of purposes and some can draft and redraft their stories. Very simple words are generally spelt correctly and intelligent attempts are made at spelling unfamiliar words. For example, the classes in Year 2 were attempting to spell, with some accuracy, the sounds that animals make. This is the result of the emphasis that has been put on teaching phonics in the last six months. The introduction of a new scheme has had a positive impact on spelling and reading.
71. At the end of Key Stage 2, written work is below expectations. Pupils are not fluent writers and their written work is often short and unimaginative. In writing, as in speaking, they find it difficult to express themselves. Their vocabulary is limited and so their creative writing is weak. Sentence structures are simple with few interesting connectives used. The scrutiny of work indicated that only the more able can structure extended pieces of writing into paragraphs. Punctuation, at best, is simple for pupils of this age. Only about half the pupils use joined handwriting. Presentation is variable with a noticeable deterioration towards the end of Year 6. Another improvement since the last inspection is that pupils in Year 6 now write in pen. Some improvement has also been made in the presentation of work but pupils do not use dictionaries to support their writing in either key stage.
72. Standards in reading are still below the expected levels but attainment across the school has improved since the last inspection. The introduction of the literacy hour and the newly-introduced emphasis on phonics has ensured this. The more able pupils in Year 2 are reading at an appropriate level but their ability to recognise and decode words is much better than their comprehension of the text. They are not able to enter into discussions about the story or to gain full enjoyment from it, owing to their poorly developed skills in the English language. In Key Stage 2, the picture is similar, with comprehension being the major difficulty. By Year 6, pupils are able to describe the plot and the characters and respond to the text but they use only very brief phrases, not complete sentences.
73. Pupils do not know how to skim or scan texts when researching information. Year 6 pupils do not know how to use the library classification system to find the books they need and no pupils in Key Stage 2 used the library for independent study during the week of the inspection. Pupils in Key Stage 1 have a designated half an hour's reading time before assembly but this time is not well used. Progress is satisfactory in Key Stage 1 but unsatisfactory through Key Stage 2. Pupils identified as having special educational needs make satisfactory gains in attainment. Tasks set for pupils with higher ability do not contain sufficient challenge to enable these pupils to progress at their level.
74. The teaching of English is satisfactory. It is very variable in Key Stage 1, ranging from poor to very good and it is satisfactory or better in Key Stage 2. Most teachers have a secure knowledge of the subject and an understanding of the National Literacy Strategy. They identify specific learning objectives and share these with the pupils. The majority of pupils are learning English as an additional language. Consequently, they have particular language needs which are not adequately addressed through the National Literacy Strategy. This is because the language used is often much too advanced for the pupils' comprehension and the scheme of work does not place sufficient emphasis on the need to develop fluency in speech. Most teachers follow the letter of the Framework for the National Literacy Strategy. Very often, in an attempt to satisfy its demands, they plan activities that do not take into account the particular language needs of their pupils.
75. Teachers manage pupils well. In most lessons, teachers try to create a purposeful working atmosphere but often the pace of work is slow and teachers accept low productivity from pupils. Where unsatisfactory teaching does occur, it is caused by inadequate planning. Pupils' response to teaching is good overall. They behave well and try to concentrate, even when their comprehension is limited, but they are too passive in Key Stage 2. Key Stage 1 pupils are more fully involved in lessons. Most relate well to other pupils and adults, albeit shyly. Where opportunities allow, they work well individually, in pairs and in groups. Few pupils show initiative or take responsibilities for their work. Teachers keep reading records but often their comments commend pupils' reading fluency rather than identifying particular difficulties or achievements.
76. The subject is well led by a co-ordinator who is committed to raising attainment for all pupils. Teaching has been effectively monitored to ensure that requirements for the literacy hour are being followed. The scheme of work for English follows the National Literacy Strategy but does not indicate how the remaining aspects of the National Curriculum, such as opportunities for extended writing and reading, are to be provided, nor does it identify opportunities for the use of information and communication technology. The lack of such opportunities further reduces the progress pupils can make. The development of literacy and of fluent speaking in English is not sufficiently supported in other subjects. The quality of the books available for junior children to read independently is unsatisfactory. Many of the books found in classrooms are old, offering little challenge and a limited range of authors, and some classrooms do not have reading corners. There is a good range of books for

the literacy hour. The books in the school library are plentiful but many are dated and well worn and the classification system is difficult for pupils to follow. Progress since the last inspection has been satisfactory.

MATHEMATICS

77. The results of the 1999 National Curriculum tests show attainment at the end of Key Stage 2 to be well below the national average and below the average for similar schools. However, the trend over the four years to 1999 indicates improvement at this key stage, in line with the national trend. Indications are that the provisional Key Stage 2 Year 2000 results shows the trend in attainment for the school to be levelling whilst the national trend is rising. Nevertheless, the progress made through Key Stage 2 is better than that made by the majority of schools whose Key Stage 1 results in 1997 were similar to those achieved at Cayley. The results of the 1999 National Curriculum tests show attainment at the end of Key Stage 1 to be well below the national average. Indications from the provisional Year 2000 results show that there is a very significant improvement in attainment at the end of Key Stage 1. Taken over four years to 2000, standards have risen.
78. Standards dropped in 1999 owing to the inexperience of some teachers and to the number of staff changes that particularly affected Year 6. During that period, the school was undergoing a change of senior management and there was a large turnover of staff. The improving standard in Key Stage 1 is due to improved monitoring of the administration of the tests and more secure teaching. Inspection evidence shows that pupils are at the expected levels in both key stages, but with few pupils achieving at the higher levels. The comparative underperformance of the great majority of pupils in the national tests is largely attributable to the serious difficulties they experience with mathematical language. Satisfactory progress has been made in raising mathematical attainment since the last inspection. The skills of pupils in using numbers are developed effectively through the National Numeracy Strategy, which is having a beneficial effect on improving standards across the school. However, whilst mathematical skills have improved, there is little planned use of information technology to support these skills. There is insufficient support given to mathematical development across other subjects of the curriculum.
79. Pupils in Key Stage 1 make satisfactory progress and attainment at the end of the key stage is in line with the standards expected nationally. Pupils in Year 2 can count accurately in twos, fives and tens and demonstrate a firm grip of place value. They estimate and measure using standard units and they can use halves and quarters as fractions. They are developing a mathematical vocabulary but their underdeveloped English language skills hinder their acquisition of mathematical skills. However, the use and application of mathematics in practical tasks is also underdeveloped.
80. Pupils in Key Stage 2 make satisfactory progress in the development of their mathematical skills and attainment in Year 6 is at the expected level. In Year 3, pupils can add and subtract numbers up to one hundred. They can name four, five and six-sided shapes and display information using tally charts. In Year 4, they can order a set of four-digit numbers from highest to lowest and write the figures as words. Pupils in Year 5 use combinations of doubles to work out multiplication of numbers. By Year 6, they can demonstrate the use of the four rules of number, using figures to ten thousand. They can add and subtract decimals to two decimal places and use metric units of measurement. They can also develop strategies for solving problems involving numbers and can explain their approach. Pupils with special educational needs also make satisfactory progress. However, their inadequate understanding of English impedes pupils' progress, particularly when they are required to understand written problems.
81. The teaching of mathematics is satisfactory overall. Teachers' medium-term lesson plans ensure a consistent approach to teaching across key stages and year groups. Teachers share objectives with the pupils in easily understood language. Their management of pupils is good and this helps to create a positive working atmosphere in which pupils can learn. Pupils generally respond well. Their behaviour is good and they work at a satisfactory pace. They contribute to discussions when asked and work well on their own. They enjoy mental activities, although their understanding of English affects the pace of some of these lessons. Where attention is given to the acquisition of language in the teaching of mathematics, pupils respond particularly well. Whilst satisfactory use is made of annual assessment data, there is insufficient day-to-day assessment for teachers to target the individual needs of pupils effectively. Where teaching is poor, pupils are given confused instructions and so are unclear about what is expected of them and their mistakes go unchallenged.
82. The subject is managed satisfactorily by a co-ordinator who is new to the post. The co-ordinator is aware of the strengths and weaknesses within the school and some of these are addressed in the current action plan. There has been good progress since the last inspection although the use of information and communications technology has not been fully addressed. Marking is more consistent than previously and there has been a good improvement in the overall quality of teaching. The curriculum, which meets national requirements, is satisfactorily organised. However, opportunities for pupils to make better progress are limited by the amount of

time allocated to the subject which is well below that recommended nationally. Optional National Curriculum tests are used in Years 3, 4 and 5. The results of these are analysed and the school is beginning to use this information to improve the performance of pupils and raise the expectations of the teachers. The co-ordinator sets clear aims and objectives for achievement but there is a lack of guidance as to expectations of pupils, especially for those working at the higher levels. Resources are satisfactory and easily accessible.

SCIENCE

83. In 1999, teachers' assessments for the end of Key Stage 1 showed that attainment was well below the national average and well below the average for similar schools for all four attainment targets. The percentage of pupils achieving higher levels was also very low. The results for 2000 show a marked improvement but are still below the national average. The attainment of pupils in lessons varies but, when taking into account the scrutiny of previous work in their books, it remains below the expected levels overall. Pupils in Year 1 are learning about their bodies. They can name and point to different parts of the body, such as shoulders and knees, but few are able to say where the sense organs are located in the body. Year 2 pupils are able to identify plants and animals through pictures and name some of the attributes of each group, but these achievements are limited by their lack of vocabulary.
84. Results in the Key Stage 2 tests were well below national averages and the average for similar schools in 1999 and they dipped further in 2000. The progress made through the key stage is not as good as that made by other schools who achieved similar results at Key Stage 1, in 1995. These results are not completely matched by pupils' work in lessons, where attainment ranges from unsatisfactory to satisfactory. Year 3 pupils are able to identify functions of the human skeleton and name some bones in the body, and Year 5 pupils can draw simple bar charts, indicating pulse rates. Although some Year 4 pupils can identify natural and man-made materials and Year 6 pupils can name parts of plants and state what they need for growth, there is little depth of understanding. A full discussion and exploration of scientific ideas is hindered by the pupils' limited English vocabulary and their inability to express themselves fluently. Overall, attainment in Key Stage 2 is below the expected level and pupils' achievement is not satisfactory.
85. At the time of the previous inspection, attainment was lower in experimental and investigative science across the school. However, teachers' assessments, test results and an examination of written work indicate that this has now improved.
86. Science teaching is generally good. Where teaching is good, the lesson is well planned with clear objectives which are shared with the pupils, a variety of teaching strategies are used effectively and good use is made of resources to aid understanding. Where the teaching is unsatisfactory, planning is insufficiently detailed to allow for progressive development and it does not cater for pupils of differing abilities. Also, in these lessons, expectations are low. Only a few teachers use written on-going assessments to track pupils' learning and inform their lesson planning. Teachers conduct summative assessments at the end of each topic but they do not use the results consistently across the school. In the previous inspection report, teaching was judged to be satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2 and the school has improved in this respect.
87. In the previous inspection, progress was judged to be uneven and progress in learning is still variable, depending upon the quality of the teaching. Pupils' attitudes to learning are satisfactory. They show an interest in the subject, attempt to answer questions and tackle the work set for them. Pupils with special educational needs make progress which is line with other pupils. However, learning is unsatisfactory overall. Almost all pupils are at various stages of learning English as an additional language and most have underdeveloped literacy skills, lack fluency in speaking and have a very limited vocabulary. For example, they are often unable to recognise, let alone name, common animals or insects. These factors significantly affect their ability to learn and, as a result, attainment does not fully reflect the quality of teaching or the progress pupils are making in lessons.
88. The school has been without a science co-ordinator for some time and, as a result, the monitoring of the subject is insufficiently developed. There is an appropriate balance between the different programmes of study. The previous inspection report commented upon the lack of an up-to-date policy and scheme of work. There is now an adequate policy and the school is following the Qualifications and Curriculum Authority's scheme of work. However, as yet, this scheme has not been adapted to meet the particular needs of the pupils at the school. The time allocated to this subject is well below the recommended levels for both key stages and this limits pupils' opportunities to make progress. The previous inspection report also noted that information and communications technology was not used in science. There has been little progress in this area and there is insufficient use of computers to research scientific information. Resources for science are good but not easily accessible and some

resources, such as the wild garden with the pond, are very under-used, although there are plans to develop the area for learning.

ART

89. The inspection took place in the second week of the school year and there were very few examples of pupils' work from the previous year. Consequently, judgements about this subject have been made on the basis of observations in the classroom and discussion with the art co-ordinator. There is evidence that art is resuming a vital place in the school's curriculum.
90. There was little evidence to show standards of attainment in a wide range of artwork. The work seen, in both key stages, was limited to the generation of ideas and exploration of artists' work. Pupils work mainly in sketchbooks, using pencils or charcoal. In this aspect, the standards of attainment at the ends of both key stages are in line with what is expected nationally. Throughout both key stages, pupils improve their drawing skills. However, there is variation in attainment between the classes in the same year group. For example, in one Year 1 class, pupils made careful observational drawings of people from artists' work, whilst pupils in the other Year 1 class did not fully develop their powers of observation and made inaccurate drawings. Pupils in Year 4 were being given opportunities for imaginative interpretation when designing chairs for an unusual character. Pupils in all classes are encouraged to discuss and learn from artists' work. However, their underdeveloped speaking skills limit their capacity to respond.
91. The quality of teaching and learning is satisfactory overall. In one good lesson, the resources used were of a high quality and teacher's demonstration of observational drawing achieved a positive response from the pupils and an increase in attainment. Occasionally, insufficient thought is given to the selection of materials used, limiting pupils' access to a wider range of techniques. Teachers' knowledge and understanding of the various techniques and materials are not secure. Their weekly planning is too brief to support their teaching. Nevertheless, pupils enjoy their art lessons and make satisfactory gains in practical skills. They relate well to their teachers and to one another, share resources sensibly and work together slowly but well. In paired or group discussions, pupils prefer to use their own language, losing opportunities to enrich their vocabulary and to develop their speaking skills in English. Responses to teacher's question are restricted. Teachers' procedures for assessment are not well organized, making it difficult to track progress. Sketchbooks have been introduced but they are not properly dated or annotated.
92. Resources are just adequate for practical work but there are insufficient materials for more imaginative work. There are no good-quality pictures of artists' work, photographs or artefacts to develop a wider range of visual experiences and techniques. Visits are made to galleries, museums and places of interest but there is no exploration of the pupils' own rich artistic heritage.

DESIGN AND TECHNOLOGY

93. The school teaches design and technology in half-term blocks which alternate with art. During the week of the inspection, art was being taught and no design and technology lessons were taught in either key stage. Consequently, it is not possible to make a judgement about teaching, learning, or pupils' attitudes to the subject. There was very little past work to see, owing to the timing of the inspection in the school year. Scrutiny of past work showed that pupils are designing a range of objects but there were no completed models to enable an overall judgement to be made about standards. Arrangements for assessment are not well developed. The school has now adopted the Qualifications and Curriculum Authority's scheme of work and resources need to be evaluated in the light of this and to be made more accessible.
94. The previous inspection report found design and technology to be unsatisfactory on a number of counts and a lack of evidence makes it difficult to assess whether any progress has been made. There has been no subject co-ordinator in post for some time.

GEOGRAPHY AND HISTORY

95. These subjects are taught in alternate half-term blocks. As a result, only one lesson of geography was observed, although both subjects were reviewed in the scrutiny of pupils' work. Judgements in relation to standards in history draw on the scrutiny of work, project work displayed around the school and lesson observation but those relating to geography derive largely from the scrutiny and displayed work.

96. Across the school, standards of attainment in geography and history are below national expectations. In Key Stage 2, they are well below the expected levels in history although higher-attaining pupils produced some satisfactory work in geography. Pupils' work shows weak knowledge and understanding in both subjects and underdeveloped skills of historical and geographical enquiry and recording. Achievement is unsatisfactory except in history in Key Stage 1, where pupils make satisfactory progress.
97. Overall, teaching in both subjects is satisfactory but the development of pupils' skills and understanding is severely limited by their lack of fluency and comprehension in English. Oral expression is very restricted and written work is usually brief and sometimes inaccurate and poorly spelt. Teachers work hard to overcome this problem by ensuring that pupils see, handle and study historical artefacts and geographical models to stimulate their interest. However, their planning is not sufficiently rigorous to guide the development of subject-specific skills, whether oral, written or graphic. Both subjects are well placed to contribute substantially to pupils' oral development by encouraging guided discussion which draws on the specialist vocabulary and concepts of each subject.
98. Since the last inspection, the school has adopted the Qualifications and Curriculum Authority's schemes of work for both subjects and has adapted these to meet the very limited curricular time available. This has helped to inform medium-term planning which is reinforced by joint lesson planning between parallel classes in the same year group. However, leadership and arrangements for assessment are unsatisfactory in both subjects. The school does not yet have a full curricular framework which outlines how pupils will develop historical and geographical knowledge, understanding and skills as they move from topic to topic and year to year. Consequently, pupils' experience is fragmented and learning is not satisfactory. The amount of time allocated to these subjects is well below that recommended nationally and this limits pupils' opportunities for progress.
99. The range of materials and resources for both subjects is satisfactory, particularly in view of the useful resources available from the local authority's professional development centre. The library contains some useful reference books but the most relevant are not easily accessible for pupils to develop independent learning skills.

INFORMATION TECHNOLOGY

100. Attainment is in line with national expectations at the end of Key Stage 1 but below national expectations at the end of Key Stage 2. Evidence collected during the inspection shows that the range of work undertaken in Key Stage 2 is not sufficiently extensive. This is largely due to the limited knowledge and confidence of the teachers and, consequently, to their low expectations of pupils' work. However, there has been good improvement since the last inspection.
101. The school provides a planned course but there are not enough planned opportunities in Key Stage 2 for pupils to develop skills through work in other subjects. There are very limited opportunities for pupils to develop information and research skills. Pupils in Year 6 can use basic word-processing and can incorporate pictures and text into a page. Pupils in Year 5 can use a spreadsheet and type and save their work. In Year 3, pupils are made aware of the rules of the computer suite and can they can change the size, colour and style of a text. However, the opportunities for consistent progress are limited because of the sometimes low level of teachers' knowledge and, until recently, by the lack of computers and printers. Insufficient attention is given to the use of English language to explain specific terms to pupils whose first language is not English and this also limits the standards reached by pupils. Pupils in Year 2 can type sentences, create pictures using a range of colours, collect data and produce it as graphs. They can control a 'floor turtle' and access information from a CD-ROM.
102. Only two lessons were seen during the inspection and the teaching was satisfactory in both. However, inspection evidence from pupils' files and portfolios shows that, although teaching is satisfactory in Key Stage 1, it is unsatisfactory in Key Stage 2. Where the teaching is good, effective planning and the teacher's adequate knowledge of the subject are sufficient to develop challenging learning opportunities. Pupils are encouraged to become familiar with computers and to use them independently. They also use them to find and handle information. Pupils are expected to consolidate their basic learning in the subject and are given the chance to experiment further. Whilst basic planning is sufficient in Key Stage 2, teachers' knowledge and skills are insufficient to develop consistent and progressive learning. Pupils are not given the chance to develop more challenging research skills. Teaching overall is unsatisfactory for this reason. Consequently, achievement and the standard of learning are unsatisfactory. Despite this, pupils' attitudes are satisfactory and they are willing to learn. They work well in pairs and their behaviour is good. There are good initiatives where teachers work with a neighbouring school to teach the pupils how to use spreadsheets and with a local printing firm to develop desktop publishing. Teachers in Key Stage 2 lack sufficient information about the previous work completed by pupils. Pupils keep logbooks but these contain only basic rules and instructions. Inadequate recording and assessment result in pupils not being sufficiently challenged in their work.

103. The co-ordination of the subject is good. The school has considerably updated its computer hardware and completed a new computer suite a few weeks prior to the inspection. When the minor teething difficulties are resolved, the facility will be good. Training has been organised for all staff and the co-ordinator has an appropriate plan for the development of the subject. Good initiatives have been taken to involve partner institutions and local businesses in pupils' learning. The school has made a great effort to update its provision and there are clear plans for improving provision in Key Stage 2 which have already shown themselves effective in Key Stage 1. There has been good improvement since the last inspection.

MUSIC

104. Pupils' attainment in music is generally in line with the nationally expected levels at the ends of both key stages. In Year 2, pupils can clap and keep time and they understand the role of a conductor. In Key Stage 2, they are able to follow simple musical notation and sing with satisfactory attention to tone and pitch. By Year 6, most pupils understand and can explain the construction of a chord.
105. Music is taught by a part-time specialist who is not a qualified teacher but who is a professional musician. The quality of teaching is consistently good. The teacher has a very secure knowledge and understanding of the subject and of the National Curriculum's programme of study, enabling her to build in and emphasise essential learning points without losing the momentum and fun of the lesson. Pupils enjoy music and work well. They listen well to one another and maintain their concentration throughout the lesson. Pupils in Year 4 responded particularly well to a visiting teacher from a Bengali cultural organisation who conducted a very good lesson. She taught a Bengali song with considerable verve and wit, using English throughout. The pupils joined in enthusiastically and successfully learned the whole song.
106. The music policy and scheme of work are due to be reviewed but the present plans are adequate to ensure that the appropriate curriculum is being followed. The stock of classroom instruments and other resources are satisfactory.

PHYSICAL EDUCATION

107. It was not possible to see any lessons in Key Stage 1. Standards of attainment in Key Stage 2 are in line with those expected nationally. During one lesson, a Year 4 class learned successfully how to stop and trap a football. Pupils in Year 5 learned different techniques for passing a ball in netball and most pupils in one Year 6 class quickly picked up the basic principles of passing a rugby ball. In another lesson in Year 6, pupils invented and practised different sequences of balances. Pupils understand the basic effects of exercise on the body.
108. The quality of teaching is good and teachers have a good knowledge of the subject. Lessons are conducted at pace with good timing and direction. Planning is good and teachers pay very good attention to safety and to warming-up and warming-down. They engage their classes and manage them well, using humour and offering very good demonstrations of correct techniques. Pupils respond well to direct teaching and make good progress. Although they enjoy the subject and their attitudes are generally good, they have difficulty in working on their own or in small groups and their perseverance is often short-lived. The teachers and the majority of the pupils dress appropriately for the activities.
109. The policy and scheme of work are due for a review but the knowledgeable and skilled co-ordinator has his own detailed and useful plans which are followed across the school. This ensures that the programme of study is followed and that pupils have a good range of experiences over each year. Resources are satisfactory and well maintained.

RELIGIOUS EDUCATION

110. Overall, attainment at the end of both key stages is below the standards set out in the locally agreed syllabus and pupils' achievements are unsatisfactory. In one lesson seen in Key Stage 2, pupils showed a good knowledge of Islam and were encouraged to consider aspects of worship and the importance of rituals. In a lesson in Year 6, pupils showed a clear understanding of the Five Moral Precepts of Buddhism and were able to draw on previous learning in discussion. Work seen in the scrutiny of pupils' written work, however, showed a very limited knowledge of elements studied and little evidence of understanding. Poor written expression, poor spelling and the lack of vocabulary marred pupils' attempts to record and express their understanding. Standards of teaching and learning are satisfactory.

111. There is no co-ordinator for religious education although the newly-appointed deputy headteacher has been assigned this role. Since the last inspection, the school continues to use the locally agreed syllabus for religious education which gives due value to the major world religions. It also contributes to pupils' moral development and, potentially, to pupils' spiritual development, although this was not evident in the limited work seen. The range of books and artefacts is satisfactory and classroom display is well used to illustrate aspects of the religion under study.