

INSPECTION REPORT

LATHOM JUNIOR SCHOOL

East Ham, London E6

LEA area: Newham

Unique reference number: 102728

Headteacher: Ms Jo Tritton

Reporting inspector: John Dewhurst
1518

Dates of inspection: 9th – 12th October 2000

Inspection number: 224144

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Lathom Road London
Postcode:	E6 2DU
Telephone number:	020 8472 0386
Fax number:	020 8470 1937
Appropriate authority:	The governing body
Name of chair of governors:	Cllr June Leitch
Date of previous inspection:	16 – 19 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Dewhurst	Registered inspector	Geography, Music, Physical education, Equal Opportunities	How high are standards? How well is the school led and managed?
Caroline Marden	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Martin Cox	Team Inspector	Mathematics, Design & technology, Religious education	
James Forrest	Team Inspector	Science	How good are the curricular and other opportunities offered to the pupils?
Wendy Harknett	Team Inspector	English, Information and communication technology, Special educational needs	How well are pupils taught?
Paula Palk	Team inspector		
Kawaljit Singh	Team Inspector	Art, History, English as an additional language	

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The Registrar
 Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lathom Junior is a four-form entry junior school for pupils between the ages of 7 and 11. The school is housed in a large three-storey Victorian building. It is much bigger than most primary schools, with 465 pupils on roll, of whom 54% are boys. The school serves a diverse multi-ethnic urban community. Eighteen different countries of origin are represented amongst the school population, and for 95% on the pupils English is an additional language. This is a very high figure. A large proportion of the pupils are from Asian family backgrounds. The school has an increasing number of pupils from refugee or asylum-seeking families. This increase is largely responsible for the increase in the proportion of pupils entitled to free school meals, which is now well above the national average at 52%. One-fifth of the pupils are on the schools special educational needs register, which is slightly above average. Ten pupils have statements of special educational need. The school experiences a very high level of pupil mobility, with only 60% of the pupils who begin in Year 3 remaining until the end of Year 6. Pupils' attainment on entry to the school is generally below average, and the many pupils from refugee and asylum seeking families enter with well below average levels of attainment.

HOW GOOD THE SCHOOL IS

Lathom Junior is a rapidly improving school which is justifiably well supported by its parents and is increasingly well regarded in the locality. The headteacher and other staff with management responsibilities provide strong and effective leadership which is sharply focused on raising standards. Standards are satisfactory in English and mathematics. Standards in information and communications technology and religious education are good, and are satisfactory in all other subjects except for science and design and technology. Pupils have positive attitudes to their work and they learn well. Their behaviour is good in lessons. The curriculum provides opportunities for all pupils to make progress. The school no longer has the serious weaknesses that were identified at the last inspection, and gives good value for money.

What the school does well

- It is securing continual improvement in English and mathematics
- The teaching is good, and often very good, in a high proportion of lessons
- There is good provision for pupils who have special needs and for whom English is an additional language
- Racial harmony in the school is exemplary
- Pupils' personal and social development is well supported
- Procedures for assessing pupils' attainment and progress

What could be improved

- Standards in science and design technology
- Pupils' speaking skills
- The standard of handwriting
- Promoting literacy and numeracy skills across the curriculum
- Classroom resources for information and communications technology, and their use, so that computers can become integral to pupils' learning across the curriculum
- The deployment of specialist teachers of English as an additional language
- Procedures for signing pupils who go home for lunch on and off the premises at lunch time

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998. It has made very substantial improvements since then, especially in standards in English and mathematics. The weaknesses that were identified by the inspection have all been thoroughly addressed. Other areas of particular improvement include the quality of teaching, the range and quality of the curriculum, procedures for monitoring and evaluating the school's effectiveness, the number and deployment of classroom assistants and learning resources. Although standards in design and technology remain unsatisfactory, they are considerably higher than they were at the time of the last inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E*	E	E	B
Mathematics	E	E	D	A
Science	E	E	E	C

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

The school's results have improved significantly since the last inspection. The rate of improvement is increasing. The standard of work seen during the inspection was in line with national expectations in English and mathematics, and close to this level in science. The standards of work seen in information and communications technology were good. Standards in all other subjects were satisfactory, except for design technology, which is a continuing weakness despite some improvement since the last inspection. The standards of pupils' speaking and handwriting are unsatisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils continue to show the positive attitudes and good behaviour that were reported in the last inspection. They are keen to come to school and obviously enjoy lessons.
Behaviour, in and out of classrooms	Good. Behaviour in lessons and around the school is very good. This makes a positive contribution to pupils' good progress. Occasionally, there is excessively boisterous behaviour in the playground.
Personal development and relationships	Very good. When pupils have responsibilities, such as participation in the school council, they take them very seriously. Relationships between pupils and teachers and other adults are very good. Many pupils develop good self-confidence, but they do not always speak clearly in large groups.
Attendance	Satisfactory. Pupils' attendance is in line with national averages. Most pupils arrive punctually at the start of the school day.

The degree of racial harmony in the school community is exemplary. Pupils show great respect for the different religions and cultures of their fellow pupils.

TEACHING AND LEARNING

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

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

The quality of teaching is good. Although this headline judgement is the same as at the last inspection, there has in fact been considerable improvement. 98% of lessons were at least satisfactory, 70% were good or better and one-third were very good or, in some instances, excellent. Excellent lessons were observed in English, physical education and information and communications technology lessons. Lessons are thoroughly planned, well prepared and have sharp objectives which are made clear to the pupils. Most lessons are conducted at an appropriately brisk pace. This results in the pupils learning well in most lessons. There are isolated weaknesses in teachers' subject expertise in English, design technology and music. The skills of literacy are well taught in English and mathematics lessons, which are consistently good, but are not systematically promoted across the curriculum. Most lessons are successful in meeting the needs of all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum offered by the school is appropriately broad and balanced and meets National Curriculum requirements and the requirements of the local agreed syllabus for religious education. The range and quality of the curriculum has improved since the last inspection, and now provides good learning opportunities for all pupils. Schemes of work have been produced for each subject. This helps pupils to make good progress.
Provision for pupils with special educational needs	Very good. These pupils receive effective support in lessons. Their work is well matched to their needs. They are set appropriate targets for improvement and this helps them to make good progress. There is good provision of extension work for higher attaining pupils. The recommendations of the national Code of Practice are followed closely.
Provision for pupils with English as an additional language	Good. The teachers and support staff are well trained in working with pupils who need support in learning English. They are well aware of the pupils' needs and support them effectively. There is a need for the specialist teachers to be deployed more flexibly so as to ensure their time is efficiently used to support the maximum number of pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for the pupils' spiritual, moral, social and cultural development continues to be a strong feature of the school's curriculum. Many situations arise to support the pupils' spiritual development. Positive moral attitudes are promoted throughout the school. Good opportunities are planned for pupils to develop their social skills. They work well together in a variety of group situations.
How well the school cares for its pupils	Very good. The school has improved its support and guidance for pupils. There are very good procedures for promoting good behaviour. These are particularly effective in lessons. Procedures to monitor and promote good attendance are also very good. Child protection procedures are satisfactory.

There is good, and improving, provision for extra-curricular activities. Teachers have very good knowledge of their pupils and provide them with very good support for their academic progress and personal development. Pupils know what they need to do to improve their work. The staff show great care for their pupils with a high degree of respect and understanding of the pupils' religions and cultures. Supervision at break-times is broadly satisfactory, although supervisors do not always intervene when inappropriate behaviour occurs. At lunchtime there are no procedures for pupils who go home for lunch to sign in or out. Unauthorised absences are conscientiously investigated. There are good procedures to investigate all concerns about bullying. The school's partnership with parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear vision which is sharply focused on raising standards. She is well supported by a very good deputy and a capable management team who have a clear understanding of their roles and responsibilities.
How well the governors fulfil their responsibilities	Good. The governors have a clear understanding of the school's strengths and weaknesses and of their roles and responsibilities. Meetings are well attended, efficiently conducted and properly recorded. Statutory requirements are met.
The school's evaluation of its performance	Very good. There are well-established evaluation procedures which include regular lesson observation and detailed analysis of pupil performance data. This enables appropriate improvement targets to be set.
The strategic use of resources	Good. Spending decisions are considered in terms of their likely impact on standards. Staff are generally well deployed, although there is a need for the specialist English as an additional language teachers to be deployed more flexibly to address language learning needs throughout the school

The leadership and management of the school ensures that everyone shares a common purpose, which is to raise standards. There is good communication within the school and management responsibilities are appropriately delegated. The school takes care to apply the principles of best value in its spending decisions and gives good value for money. There is a generally good level of staffing and learning resources. A marked shortage of library books and dual language texts is being addressed by the school. The accommodation is adequate in most respects, and is in good condition, However the halls are too small for vigorous PE lessons, and there is no direct access to playing fields.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • The school has high expectations of the pupils • The teaching is good • The school help pupils to become mature and responsible • The school is well managed and led 	<ul style="list-style-type: none"> • The amount of homework pupils are given

The inspection supports the parents' positive views of the school. In the opinion of the inspectors, pupils are given an appropriate amount of homework to do, and it makes an important contribution to the standards that are achieved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards in English, mathematics and science have improved considerably since the last inspection. Although standards remain below national expectations in science, the gap has been substantially reduced, and standards in English and mathematics are now broadly in line with national expectations. Standards in all other subjects except design technology are now at least satisfactory, and standards in information and communications technology and religious education are good.
2. The results of the 2000 end of key stage test for pupils aged 11 showed a continuation of the improving trend which has been evident since the last inspection. The proportion of pupils gaining Level 4 or better in English improved by 14% on the 1999 results. The 2000 English result was just within the lower quarter of all schools but in the upper 40% of similar schools (i.e. schools with more than 50% of pupils entitled to free school meals). In mathematics, there was a 17% improvement on the 1999 result. The proportion of pupils gaining Level 4 or better was within the lower 40% of all schools but in the upper 40% of similar schools. In science, where there was an improvement of 5% on the 1999 results, the proportion of pupils achieving Level 4 or better was in the lower quarter of all schools but close to the mid-point for similar schools. The proportion of pupils achieving Level 5 in the tests, which is above the national expectation for their age, was in the upper 40% of similar schools in English and mathematics and just above the lower 40% of similar schools in science. Girls continue to perform better in tests than boys, but this difference was not evident in the work seen in lessons. The average point score per pupil places the school in the upper 40% of similar schools in English, in the top 25% in mathematics and in the lower 50% in science. In English and mathematics, this is a distinct improvement since 1999.
3. In English, the work seen during the inspection indicated that attainment at the end of Key Stage 2 was broadly in line with national expectations, although standards in speaking and handwriting are unsatisfactory. Pupils learn well and make steady progress. Pupils with special educational needs, and those pupils for whom English is an additional language are very well supported and make good progress. Pupils' attainment in listening is satisfactory. They listen carefully and attentively to adults, and also to each other's contributions in lessons. However the majority of pupils throughout the school do not articulate clearly and many have difficulty in explaining their reasoning and developing their own and others' ideas. In reading, pupils build on their developing phonic awareness and word-building skills. Most pupils are confident and expressive in reading a wide range of material, including fiction and non-fiction and from their own written work. In writing, pupils' grammatical knowledge becomes well established as they progress through the school. However the range of vocabulary being used by the majority of pupils is limited. Spelling is good and the majority of pupils take care with presentation. However, many pupils do not develop a confident joined handwriting style by the end of the key stage.
4. In mathematics, pupils are developing confident numeracy skills through daily mental arithmetic sessions. Younger pupils know the names of common two and three-dimensional shapes and can describe their properties using the appropriate vocabulary, with growing accuracy. Pupils in Year 4 can measure accurately to the nearest half centimetre and explain how they calculate a problem to reach the correct answer. They can handle data with growing confidence using more than one grid. They know the difference between regular and irregular quadrilaterals and triangles and name them. Older pupils can match equivalent fractions and solve problems involving ratio. They are developing a secure understanding of probability, using appropriate vocabulary to express chances with confidence.
5. In science, the work observed during the inspection indicates a steady improvement through the school so that by Year 6 many pupils are achieving the standard expected for their age. The younger pupils had a sound understanding of the importance of maintaining healthy teeth and gums, and could explain the effects of various foods on the teeth. They were able to apply this knowledge in preparing a information leaflet about teeth. In Year 4 the pupils understood that some solids can

be melted with heat and then resume their solid state on cooling. In investigating this topic they were able to make confident predictions and could use appropriate vocabulary such as 'temperature', 'heat', 'melt' and 'solidify' in describing their observations. The older pupils are beginning to develop an understanding of the adverse effects of alcohol, tobacco and other drugs on the body. They also have secure knowledge of simple electrical circuits, and can relate circuit diagrams to real circuits that they make for themselves.

6. Standards in information and communications technology (ICT) are good. Substantial improvements have been made in the school's provision for ICT since the last inspection with the development of a suite of computers, which is used weekly by every class. Pupils are now more familiar with the computer equipment than at the time of the last inspection. Pupils are confident in using ICT. For example, Year 3 pupils can change font, colour and size of elements of their designs for a biscuit box. Older pupils can redesign their plans of the classroom by using a graphics program to construct shapes, and can group, move and rotate them.
7. Standards in religious education are good. Many pupils are attaining standards above those expected by the locally agreed syllabus. Pupils are developing a secure knowledge of Christianity, Judaism, Hinduism and Islam. They have a sound understanding of the influence religious leaders have had on the lives of people throughout the world.
8. Standards in art, geography, history, music and physical education are satisfactory. Standards in design and technology are unsatisfactory, although considerably improved since the last inspection.
9. Pupils with special educational needs make good progress in meeting the targets set in their individual education plans. They make good progress in lessons because work is set to match their learning needs closely. They are well supported by teachers and the classroom assistants who work with them.

Pupils' attitudes, values and personal development

10. Pupils continue to show the positive attitudes and good behaviour that were reported in the last inspection. They are keen to come to school. Their attendance is in line with national averages and most arrive punctually at the start of the school day.
11. Pupils' behaviour in lessons and around the school is very good. They are polite and readily talk to visitors. Their very good behaviour and attitudes in lessons make a positive contribution to their good progress. They listen well and are keen to participate in their lessons. Pupils are eager to answer questions and listen carefully to each other's answers. Their behaviour in the playground is broadly satisfactory, but there are occasional instances of excessively boisterous behaviour that sometimes goes unchecked. In addition, pupils do not show the same consideration for others that is so evident in class, for example by kicking balls without showing any concern for other pupils or adults in the vicinity.
12. The school has found it necessary to permanently exclude three pupils because of their unacceptable behaviour during the last school year. These were exceptional instances, and it is highly unusual for the school to exclude pupils.
13. The degree of racial harmony in the school community is exemplary. Pupils show great respect for the different religions and cultures of their fellow pupils. They work very well together. For example, in a Year 6 class the pupils were able to negotiate rules for the school after discussing the meaning of the Ten Commandments and the importance of having rules.
14. The pupils' personal development is very good. When they have responsibilities, they take them very seriously. This was demonstrated very clearly by the high quality of pupils' participation in the school council. They discuss issues such as the feasibility of providing lockers for pupils and the need for a wide screen television. Afterwards they report to their classmates and canvass their views on the issues raised. They showed a good understanding of the issues, about monitoring improvements, costing initiatives as well as responding to different points of view. Relationships between pupils and teachers and other adults are very good. Many pupils are becoming more self-confident but they do not always speak with clarity and confidence when addressing the whole class

15. Pupils with special educational needs and those for whom English is an additional language have positive attitudes towards school. They work co-operatively with other pupils and adults. They take pride in their work and behave well. Great care is taken to ensure that their work is valued by the school community, for example in displays, during assemblies and in review sessions at the end of lessons.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good. Although this headline judgement is the same as at the last inspection, there has in fact been considerable improvement. 98% of lessons were at least satisfactory, 70% were good or better and one-third were very good or, in some instances, excellent. Excellent lessons were observed in English, physical education and information and communications technology lessons during the inspection.
17. In most instances, teachers have secure knowledge of the subjects they are teaching. However, there are isolated instances of insecure subject knowledge in design technology and music. Teachers are confident in using the specialist vocabulary of literacy and numeracy, and in using the methods of the National Literacy and Numeracy Strategies. In most lessons, teachers have appropriately high expectations for what the pupils should achieve, and make these expectations clear to them. In some instances, however, teachers tend to accept the first answers pupils offer, and do not challenge them to extend their thinking. This results in missed opportunities to enrich pupils' vocabulary and their confidence in speaking. Instances of this weakness were seen in some English, science and mathematics lessons.
18. Lessons are thoroughly planned and carefully prepared. They have sharp learning objectives that are made clear to the pupils from the outset. Literacy hours and mathematics lessons are well planned, using the nationally recommended formats. For other lessons, teachers make effective use of the school's own planning format. However, these plans do not identify opportunities to promote literacy, numeracy and information and communications technology skills. Lesson plans are based on each year group's medium term planning, which makes use of sound national guidance. These medium term plans set out the content to be covered by each year group, and provide a sound basis for teachers' own lesson planning.
19. In most instances the methods used by teachers are well matched to their lesson objectives and to the pupils' learning needs. Effective use is made of a combination of whole class teaching, individual work and work in groups. This enables specific teaching to be directed at pupils with similar levels of attainment. This was seen many times in information and communications technology lessons, where pupils would work very effectively in pairs after contributing to the whole class introductory session. There were also good examples of this in music lessons.
20. The most successful lessons were well structured and challenging, making good use of the time available. In these lessons, an appropriately brisk pace of working was maintained. The teachers set clear deadlines for the completion of work. This was effective in helping the pupils to maintain concentration, and was obviously well established as a routine working habit. A particular strength of effective teaching was the clear explanation of difficult concepts by the use of examples relating to the pupils' own experience. For example, in a religious education lesson a popular television drama series was used to help bring the Ten Commandments to life for the pupils. This prompted a sophisticated level of debate, which included discussion of metaphors and similes. In an English lesson on adverbs the teacher used mime and drama very effectively to convey complex emotions. Almost all lessons allowed sufficient time at the end for a brief but useful consolidation of what had been learned, often making a link with the next lesson. Few teachers, however, made systematic links with other subjects, including literacy and numeracy.
21. In the very small number of unsatisfactory lessons, which occurred in Year 3, the teacher's explanations and questions were not clear enough and the lessons were not well managed. Planning had not been thorough enough, partly because of insecure subject expertise. This led to confusion and consequently limited learning by the pupils. There were also isolated instances of ineffective behaviour management strategies, which resulted in some pupils being slow to settle to

their work following whole-class introductions.

22. Pupils who have special educational needs and for whom English is an additional language are well supported in lessons, particularly where the teacher's planning indicates the specific support that is to be provided for these pupils. This usually includes the deployment of specialist teachers or classroom assistants to work with individuals or groups of pupils. Pupils' individual education plans are well integrated into teaching, through a combination of specific support and carefully matched work.
23. Most teachers manage behaviour very well in lessons, using positive strategies that create a good climate for learning. In most instances, teachers use effective classroom management techniques to ensure that lessons worked smoothly. For example, in a dance lesson with Year 6 pupils, the teacher's enthusiasm and high expectations of behaviour encouraged a committed response from the class, particularly the boys. In a Year 6 information and communication technology lesson, boys and girls worked very effectively together, rearranging groups of shapes representing furniture in their classroom. The work set was sufficiently challenging and meaningful for them and there was scope for higher attaining pupils to extend the task to a more demanding level.
24. Teachers mark pupils' work very conscientiously, and in many instances provide useful comments to help them improve. They use a variety of methods to assess pupils' understanding during lessons, including questioning and discussion of their work. All pupils have individual targets set and pupils are keen to achieve them. In almost all instances good use is made of assessment information to plan future work. However, in some lessons teachers tend to dominate discussions and consequently miss the opportunity to encourage pupils to talk, and thereby to assess their level of understanding.
25. Effective use is made of homework in English and mathematics, and occasionally in other subjects. Reading books are taken home on a regular basis. Writing tasks are set for older pupils, although less frequently. This homework has a positive effect on the standards achieved.

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

26. The curriculum offered by the school is appropriately broad and balanced. It meets National Curriculum requirements and the requirements of the locally agreed syllabus for religious education. The range and quality of the curriculum has improved since the last inspection, and now provides good learning opportunities for all pupils. Provision for religious education has improved and is now a strength of the school. Each subject is allocated sufficient curriculum time, with appropriate emphasis on English and mathematics. The length of the teaching week now meets national recommendations. A scheme of work has been developed for each subject, mainly through the use of sound national guidance. These schemes help pupils to make progress in their academic and personal development.
27. There is very good provision for pupils with special educational needs (SEN), which is well managed by the SEN co-ordinator in conjunction with an expanded team of learning support assistants. The well-matched work set for these pupils and the detailed targets set for them helps them to make good progress. They participate fully in lessons and school clubs. The provision of extension work for the higher attaining pupils has also improved since the last inspection. The school meets the recommendations of the national SEN Code of Practice.
28. The school's provision for the many pupils for whom English is an additional language is good. A recent increase in the level of support staff for such pupils, along with the provision of a support pack for class teachers, has helped teachers prepare their lessons in more detail and has had a positive impact on the pupils' progress.
29. The National Literacy and Numeracy strategies have been introduced effectively, with very detailed lesson plans, which are having a positive effect on raising standards in English and mathematics. Literacy and numeracy skills are extended to some extent in other lessons, for instance in the use of spelling books for key words in many subjects or the use of numerical data in several subjects. However, these opportunities are not developed in a systematic, planned way across the whole curriculum. For example, there is little evidence of extended writing in other subjects.

30. Extra-curricular provision, which was unsatisfactory at the last inspection, has improved considerably, with a growing range of after-school activities that are giving a positive experience to pupils throughout the school. There has been a substantial increase in the number of sporting activities after school, usefully supplementing the physical education curriculum. These include the development of a very successful cricket team over the last two seasons and clubs for football, netball and tennis. There are also successful clubs for music and drama, and also the Rainbow Club, which celebrates ethnic diversity and involves some parents in its language activities.
31. The sound curriculum structure helps to ensure equality of opportunity for all pupils, reflecting the diverse community that the school serves. Tasks in class are planned according to each pupil's attainment and all pupils can contribute to the good work assemblies held each week. Boys and girls are encouraged to work together in all classes and the extra-curricular activities are open to all, over the course of a year.
32. Provision for pupils' personal social and health education (PSHE) is good. Programmes for developing the pupils' understanding of healthy living and drugs misuse, together with sex education, are well established. These programmes include sessions with the school nurse and a local drugs action group, which are supported by science lessons. The school is currently involved in a local 'Healthy Schools' project, which is making a good contribution to the curriculum. PHSE lessons also include sections on relationships and citizenship. The 'circle time' method is used effectively in these lessons to enable pupils to discuss their personal feelings in a thoughtful way
33. Links with the community have improved since the last inspection and are now good. Educational visits are made to museums, art galleries, places of worship, local history centres, outdoor pursuits and sporting venues, as well as to local places of interest including the Dome, the Thames Barrier and a local nature reserve. The local police organise various activities, including a successful Junior Citizens scheme to promote the pupils' general safety in the community. Visitors to the school included theatre groups, storytellers and community youth workers. The school has connected with the internet in order to increase the range and diversity of information available to pupils. Appropriate measures have been taken to ensure that inappropriate information is not accessed from the internet.
34. The school has built up very good relationships with the local infant and secondary schools, including using the secondary school's sports field, together with Year 8 helpers from the school, for sports day. Other shared activities have included a mathematics trail activity, joining a drama production and exchanging demonstration lessons with some infant teachers. These initiatives help to smooth pupils' transition from one stage of their education to the next. The school also has good links with student teachers from the University of East London and the Urban Learning Foundation.
35. Provision for the pupils' spiritual, moral, social and cultural development is good, and continues to be a strong feature of the school's curriculum. Effective use is made of a range of opportunities to support spiritual development. These include times for reflection in assemblies and class lessons and the lighting of a candle supported a 'thinking time' towards the end of a Year 3 religious education lesson. Displays around the school also demonstrate the use of opportunities to promote pupils' spiritual development. These displays include Year 6 poems expressing pupils' thoughtful views about topics such as animals, friends, school and 'my dad's van', and poems about the emotions of hate, happiness, jealousy and depression.
36. Provision for pupils' moral development is good. Positive moral attitudes are promoted throughout the school. Class discussions and 'circle time' are used effectively to enable pupils to understand the difference between right and wrong. Adults provide very good role models and are consistent in implementing the school's positive behaviour management policy. Throughout the school, the system of rewards and positive encouragement has a positive effect on the pupils' attitudes and behaviour. Pupils receive certificates for progress in all aspects of school life, presented in an assembly each week. Inappropriate attitudes and behaviour are discussed thoroughly with the pupils concerned, and they complete a personal behaviour journal to support their understanding of the problem they have created and what they should do about it.

37. Good opportunities are provided for pupils to develop their social skills. They work well together in a variety of situations. For example, they are often paired for short discussions in lessons. They collaborated well in Year 5 food technology lessons and worked well together in the computer suite. Visits to places of interest, such as the Year 6 geography field trip and the Year 4 journey to the local swimming pool, provide good opportunities for pupils to conduct themselves appropriately as a group and to develop social confidence. The school council provides the pupils with an insight into citizenship and the opportunity to participate in the democratic process.
38. The school's provision for pupils' cultural development is good. The pupils' own cultures and beliefs have a secure place in the life of the school. They are well supported in the curriculum through studies in religious education, history, art, music and literature. Pupils experience the art, literature and music of a range of cultures and societies, and visit museums, art galleries and places of worship.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school has improved its support and guidance for pupils and this aspect of its provision is now very good.
40. The school has very good procedures for promoting good behaviour. These procedures are particularly effective in lessons. Procedures to monitor and promote good attendance are also very good. Each instance of unauthorised absence is conscientiously investigated by the staff. The headteacher is clear about the need to investigate any concerns about bullying, and has good procedures to do this.
41. Teachers have very good knowledge of their pupils and provide them with very good support for their academic progress and personal development. The pupils' personal profiles give them a clear understanding of the National Curriculum levels at which they are working in English and mathematics. Teachers ensure that pupils know what they need to do to improve their work. The staff show great care for their pupils with a high degree of respect and understanding of the pupils' religions and cultures.
42. Child protection procedures are satisfactory. The headteacher is the designated member of staff to deal with child protection issues. Supervision at break-times is broadly satisfactory, although supervisors do not always intervene when inappropriate behaviour occurs. At lunchtime there are no procedures for pupils who go home for lunch to sign in or out. Therefore during the lunch period the school does not have an accurate record of who is on the premises. This represents a potential health and safety risk.
43. Support for pupils with special educational needs is a strength of the school. There are good links with the feeder infant school, and effective early identification of needs for pupils joining the school at other times or from other schools. There are regular review meetings, where pupils' progress is carefully evaluated. These meetings provide teachers with clear guidance on supporting these pupils in lessons. The co-ordinator maintains detailed records of pupils' attainment and progress. The school makes effective use of the support of other agencies in providing for pupils' special needs. The school fully meets the requirements that are specified in pupils' SEN statements.
44. The school has very good procedures for monitoring and supporting pupils' academic progress. The assessment policy gives useful guidance to teachers. There are good procedures for day-to-day assessment of pupils' attainment and for analysing the results of the National Curriculum tests. This analysis is used to identify areas for improvement in English, mathematics, and science. The school also uses the optional national tests in Years 3, 4, and 5 to assess and track pupils' progress in relation to their end of Key Stage 1 results.
45. The quality of teachers' day to day assessments is very good. The information is used effectively to plan future teaching. Individual pupil targets are set in reading, writing and mathematics. These targets are shared and reviewed with pupils and also with their parents. Pupils record their own assessments in their individual profile books in the core subjects, and are aware of their attainment and progress and what is to be learnt next. Teachers assess their pupils against clear learning

objectives in each subject, but a systematic record of progress is maintained only in mathematics, English and science. However, there is a good system for recording significant achievement, which can be in any subject or aspect of personal development.

46. Parents are given regular opportunities to discuss their children's work with teachers. Pupils' targets are reviewed each term and new targets set, with both pupil and parental involvement. Parents receive a written report on all areas of the curriculum at the end of the year. This report provides them with good information about the progress their children have made and the standards they have attained. The report is discussed with parents in the end of year meeting.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school has developed a good partnership with parents. This is a great improvement since the last inspection.
48. Parents are very positive about the school. They are particularly pleased with the quality of teaching and the progress their children make. All the parents who returned the questionnaire said their children were happy at school. The only concern some parents express is that their children do not get enough homework. The inspection evidence supports parents' positive views but indicates that pupils receive appropriate amounts of work to do at home.
49. The school works hard to involve parents in the education of their children. There are termly meetings at which teachers discuss children's targets for numeracy and literacy with their parents. Parents receive regular letters setting out the term's curriculum. This enables them to support their children's learning at home. The school also seeks parents' opinions on topics such as fund raising. Parents are encouraged to help in school. For example, during the inspection, several family volunteers helped on a geography field trip.
50. The quality of information for parents is good. There is a school booklet in twelve different languages giving information about the school and there are regular newsletters providing news about events in school. The annual report provides good information about what pupils can do and understand but is less clear about the progress pupils have made over the year.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher provides the school with very good leadership and management. She has a clear vision for the school's improvement which is sharply focused on raising standards. This clarity of purpose has resulted in substantial improvement since the last inspection, and the school is now well placed to make further progress.
52. Together with the very effective deputy head, the headteacher is well supported by a capable team of phase, year and subject managers who have a clear understanding of their various roles. The senior management team is an effective strategic planning group. The school management has developed a comprehensive approach to monitoring the school's effectiveness. This includes lesson observation by senior staff and analysis of pupil performance data in order to identify areas for improvement. Particularly effective use is made of individual pupil target setting to improve attainment.
53. The governing body has a good understanding of its roles and responsibilities, and has improved considerably since the last inspection when it was one of the school's serious weaknesses. The governors have a good understanding of the school's strengths and weaknesses. They are well placed to fulfil their role as critical friend to the school management and to help in providing the school with educational direction. There is an appropriate committee structure that helps the governing body to conduct its business efficiently. Meetings are well attended, efficiently conducted and properly recorded. The governors' statutory responsibilities are fully met.
54. The school makes good use of its financial resources. Funds allocated to support pupils with special educational needs are used effectively. Expenditure is clearly linked to the priorities set out in the school development plan. Specific grants are used in accordance with local and national

guidance, and are well used to support school improvement and to raise standards of attainment or where specific needs are identified. These are integrated into the school development plan after discussion with staff and governors.

55. The budget is monitored effectively. A part-time bursar employed by the school ensures that financial statements are correctly reconciled with financial information from the LEA. These statements are presented to the governors' finance and general purposes committee and enable the governors to maintain a clear overview of the school's financial management. The school takes satisfactory measures to ensure that the best value principles are applied, for example by carefully comparing prices, contracts and standards of work. The most recent LEA audit made only minor recommendations, which were promptly addressed.
56. The management of the school's routine financial procedures by the headteacher, secretary and administration assistant is very efficient. Satisfactory use is made of information technology, for example to support financial management and to manage pupil attendance registers. The school's financial systems ensure that cash is handled securely. Separate accounts are held for private funds, which are audited annually. Other routine administration procedures are effective and internal communication systems are good. The office staff work in a calm, professional manner and support the school's work very effectively.
57. The school provides good value for money. There has been a significant improvement since the last inspection. Pupils' attitudes to learning are very good and the implementation of the school's aims, values and policies is very good. The quality of education provided throughout the school is good. There has been significant improvement in standards in English and mathematics.
58. The school has a sufficient number of appropriately qualified teachers to meet the needs of the curriculum, apart from the vacancy in the post of information and communication technology co-ordinator. Although there has been a large turnover of teachers in the past two years, many of them have left as a result of promotion and the staffing position is now reasonably stable.
59. Since the last inspection the school has benefited from the appointment of a full-time special educational needs co-ordinator, several more learning support and classroom assistants and the full entitlement of teachers of English as an additional language. This improvement in staffing has had a positive effect on the quality of education for pupils with special educational needs and those for whom English is an additional language. The school also benefits from efficient administrative, welfare and support staff, as well as an effective site supervisor, who also acts as the school's receptionist.
60. The school has an effective programme of staff training and development and makes very good use of the LEA's services, which offer a wide range of network meetings and courses for co-ordinators and other staff. Staff development activity is logged by the training co-ordinator. This enables him to maintain a clear overview of the training that has been undertaken and to identify any gaps in coverage. Staff training in the teaching of literacy and numeracy has been effective and there are firm plans for training in the implementation of the revised National Curriculum. The school is making good preparations to implement the new national Performance Management arrangements. All post-holders currently have annual development meetings with the headteacher, which result in clear personal action plans for raising standards in each co-ordinator's area of work.
61. The school provides a very effective induction programme for newly qualified teachers, organised by the deputy head teacher with support from other senior staff. This programme includes mentoring and weekly training sessions.

62. The building provides good accommodation for the number of pupils and provides an attractive and welcoming environment. The building is in good decorative condition and is kept thoroughly clean by the hard working cleaning staff. The routine tidying of classrooms by the pupils assists in maintaining the school's high level of cleanliness. Classrooms and additional teaching areas are of an adequate size to enable all the whole curriculum to be taught effectively. The library is a pleasant area for study and reference. Displays in classrooms and corridors demonstrate the teachers' commitment to providing an attractive and stimulating environment. There are clear signs to direct visitors to the secretary and head teacher's offices and there are also 'welcome' signs in several languages. The space for outdoor play is adequate and the school has the use of a grassed area in the nearby secondary school.
63. The school has successfully addressed the problem of pigeon infestation by engaging the services of a pest-control company. A new kitchen and dining area is planned and the work is to start early next year.
64. The overall level of resources is sufficient to support the needs of the curriculum. Resources are good in English, mathematics, design and technology, physical education and religious education. However, the number of books in the library, and dual language books in general, is inadequate. The school is aware of this and has firm plans, and a designated budget, to improve the situation. The recently established information and communications technology suite is supporting the development of the pupils' computer capability well, but there are insufficient up-to-date and working computers in the classrooms to ensure that information and communications technology becomes integral to pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has made very substantial improvements since the last inspection and is well placed to make further improvement, especially in English, mathematics and information and communications technology.

The headteacher, staff and governing body should now:

- a) promote further improvement in science and design technology so that standards rise to meet national expectations; **(See paragraphs 1, 8, 94, 108 & 109)**
- b) improve pupils' speaking skills by providing a wider range of speaking opportunities across the curriculum, extending pupils' spoken vocabulary and emphasising the importance of clear speaking; **(See paragraphs 3, 17, 66, 88 & 142)**
- c) improve standards of handwriting by promoting a systematic approach to the development of joined handwriting; **(See paragraphs 3 & 68)**
- d) promote the development of pupils' literacy and numeracy skills across the curriculum by systematically planning for teaching and learning opportunities in these key areas in all lessons; **(See paragraphs 18, 29, 72, 86, 127)**
- e) improve classroom resources for information and communications technology and ensure that the use of computers becomes integral to pupils' learning across the curriculum; **(See paragraphs 18, 64, 72, 93, 100, 112 & 124)**
- f) deploy the specialist teachers of English as an additional language more flexibly throughout the school in order to ensure that their time is used to best effect in supporting pupils for whom English is an additional language; **(See paragraph 79)**
- g) introduce procedures for signing pupils who go home for lunch off and back on the premises at lunchtime. **(See paragraph 42)**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	99
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	27	35	27	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	465
Number of full-time pupils eligible for free school meals	241
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	92
English as an additional language	No of pupils
Number of pupils with English as an additional language	442
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	84
Pupils who left the school other than at the usual time of leaving	62

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	66	54	120

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	38	41	43
	Girls	40	39	40
	Total	78	80	83
Percentage of pupils at NC level 4 or above	School	66 (52)	67 (50)	69 (64)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	35	36
	Girls	32	33	36
	Total	52	68	72
Percentage of pupils at NC level 4 or above	School	44 (49)	56 (51)	60 (54)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	2
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		1
Black – African heritage		
Black – other		2
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y[] – Y[]

Total number of qualified teachers (FTE)	20.6
Number of pupils per qualified teacher	22.5
Average class size	29.1

Education support staff: Y3 – Y6

Total number of education support staff	8
Total aggregate hours worked per week	238

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	833,787
Total expenditure	812,141
Expenditure per pupil	1,778
Balance brought forward from previous year	2,504
Balance carried forward to next year	24,150

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	465
Number of questionnaires returned	92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	46	43	2	0	7
Behaviour in the school is good.	47	43	4	0	4
My child gets the right amount of work to do at home.	29	42	13	8	8
The teaching is good.	53	35	1	1	8
I am kept well informed about how my child is getting on.	42	40	4	1	10
I would feel comfortable about approaching the school with questions or a problem.	51	37	4	1	7
The school expects my child to work hard and achieve his or her best.	59	33	3	0	4
The school works closely with parents.	46	38	4	1	11
The school is well led and managed.	47	41	2	0	10
The school is helping my child become mature and responsible.	53	37	1	1	5
The school provides an interesting range of activities outside lessons.	41	36	2	2	17

PART D: THE STANDARDS AND QUALITY OF TEACHING IN SUBJECTS

English

64. Standards in English are satisfactory. In the work seen during the inspection, attainment at the end of Key Stage 2 was in line with national expectations. In the 2000 National Curriculum English tests for 11 year-olds, the proportion of pupils who achieved the level expected for their age was below the national figure. However, there has been an improvement since the last inspection and the gap between the school's and the national results has narrowed considerably. The results compared to those of similar schools have shown great improvement, particularly for those pupils attaining Level 5, which is above the national expectation for their age. Girls' attainment in tests continues to be better than that of boys, although no difference between boys' and girls' attainment was observed in lessons.
65. Pupils have positive attitudes towards English. They work hard in lessons and behave very well. They can work independently without needing direct adult attention, taking care with presentation and demonstrating well-established work habits. They learn well and make steady progress. Pupils with special educational needs, and those for whom English is an additional language are very well supported and make good progress.
66. Attainment in listening is satisfactory. Pupils listen carefully and attentively to adults, and also to each other's contributions in lessons. They demonstrate by their responses that they have a sound understanding of what they are hearing. However, many pupils do not speak clearly and have difficulty in explaining their thinking and developing their ideas.
67. Attainment in reading is in line with national expectations at the end of Key Stage 2. Pupils build on their developing phonic awareness and word-building skills. Almost all pupils are confident and expressive in reading a wide range of material, including fiction and non-fiction and from their own written work. In most instances, occasional hesitations or errors are rapidly self-corrected by reference to the sense of the passage they are reading. Pupils develop good reading skills including scanning, skimming and summarising passages of text. Pupils are able to refer to the text when explaining their opinions about something they had been reading. For example, in Year 4 pupils made thoughtful responses to three contrasting poems, and could suggest appropriate adverbs for particular verbs. Pupils in Year 6 understood the difference between formal and informal language. They could identify passive and active forms of writing following the reading of a passage by Roald Dahl.
68. Attainment in writing is broadly satisfactory, although there is a weakness in handwriting. Pupils' grammatical knowledge becomes well established as they progress through the school. For example, pupils in Year 3 could identify words which could take the prefix 're-'. In Year 4, the higher attaining pupils could list a range of interesting adverbs and adjectives by concentrating on a candle flame. However the range of vocabulary being used by the majority of pupils tended to be limited. Spelling is good, and the majority of pupils take care with the presentation of their work. However, the standard of handwriting is unsatisfactory because many pupils do not develop a good joined handwriting style by the end of the key stage.
69. The quality of teaching is good. The National Literacy Strategy has been successfully implemented and is making a major contribution to higher standards. Classroom assistants are making a very good contribution to literacy lessons by supporting groups and individuals who have special educational needs and those for whom English is an additional language. This is a key factor in the good progress made by these pupils. Several assistants are trained for the Additional Literacy Support programme, and their work is incorporated well into the structure of the literacy sessions in Years 3, 4 and 5. Effective use is made of homework in English. Reading books are taken home on a regular basis, and writing tasks are also set. This homework has a positive effect on the standards achieved in English.
70. English lessons are well planned and prepared. They have clear learning objectives which are shared with the pupils and are frequently referred to during the lesson, especially during the

concluding reviews of what has been learned. Lessons are well managed, with clear explanations of individual and group tasks and smooth transitions between different sections. Teachers provide the pupils with good models of reading, although only a few demonstrate good handwriting for them. They have a satisfactory knowledge of the Literacy Strategy 'Framework' and the National Curriculum programme of study for English. The high quality of teaching in some classes results from teachers' high expectations of what can be achieved and a brisk, challenging pace of working which enables all pupils to learn well. These teachers also make skilful use of questions to check on pupils' learning and extend their thinking. For example, in a very good lesson in Year 6 that involved recognition of the literary styles of different authors, the teacher engaged the pupils in a thoughtful discussion of the difference between 'active' and 'passive' styles. The pupils were very well motivated by the teacher's evident enthusiasm and by the level of challenge that she posed in her questions. In the best lessons, the teachers use a range of strategies to enable all pupils to learn well, particularly by the use of visual resources. For example, in an excellent lesson in Year 5 the pupils' understanding of the use of adverbs was enhanced by the imaginative use of drama to bring the topic to life.

71. There was a minority of instances where some weaknesses in teaching were observed. In the one instance of unsatisfactory teaching, in Year 3, insufficient preparation resulted in a library session having to be abandoned, with little learning taking place. In a very small minority of lessons that were broadly satisfactory, the teachers' expectations of behaviour were not high enough. This resulted in pupils moving to their group work noisily, taking too much time to settle down to their work and consequently not making as much progress as they could have done.
72. Insufficient systematic attention is given to the teaching of literacy across the curriculum. However, there are some instances of effective practice. For example, Year 5 pupils wrote diary entries as part of a study of Victorian life. In a Year 3 numeracy lesson, pupils had to group triangles according to specific criteria, and used their reading and discussion skills well. Overall, however, the teaching of literacy across the curriculum is incidental and not planned. No systematic use is made of information and communications technology to support pupils' learning in English.
73. The school's provision for English is very well managed. The co-ordinator has ensured that all teachers were trained for Literacy Hour. She monitors pupils' work through planning and discusses outcomes with teachers. National test results are analysed and specific focus for future teaching successfully identified. Very effective use has been made of funding to support the Additional Literacy Support programme, and classroom assistants are well deployed throughout the school. There are good procedures for assessing and recording pupils' attainment and progress in English.
74. The school is well resourced for English. An LEA audit of the library was due in the week following the inspection and sufficient money has been earmarked for additional books. Every classroom has a book corner, and the majority of these were inviting and promoted the pleasure of reading.
75. There has been good improvement in English since the last inspection. Improvements have been made in standards of reading and writing, in the quality of marking, the consistency in setting of homework and the effective use of staff.

English as an additional language

76. The good quality of the school's provision for pupils who speak English as an additional language has been well maintained since the previous inspection, and there have been some improvements. The quality of teaching and the progress pupils make is now good.
77. The teachers and support staff have received appropriate training for working with pupils who need extra support in learning English. They are well aware of these pupils' needs and support them effectively. Pupils make good progress in most instances. The school employs two specialist teachers, funded by the national Ethnic Minority Achievement grant, who provide extra support in lessons. Class teachers and other support staff who speak pupils' mother tongues also make a substantial contribution to the pupils' learning.

78. The pupils' stage of language acquisition is assessed when they start at the school. Their progress is assessed regularly, and the records of these assessments indicate that they make good progress. The school allocates extra support to classes on a strategic basis in order to address pupils' language needs at an early stage. The Year 6 classes are not included in this allocation and consequently pupils in these classes who are in the early stages of English language acquisition do not receive regular support from the specialist EAL teachers. However, they are well supported in lessons by their class teachers and other support staff.
79. Where a specialist teacher is allocated to a class, they work collaboratively with the class teacher in delivering lessons to the whole class. This is good practice because it enables pupils who speak English as an additional language to take part in all areas of the curriculum. However, it sometimes results in inefficient use of teachers' time, which is unsatisfactory. For example, in one lesson led by the specialist teacher, the class teacher, along with the two learning support assistants, were not actively engaged in supporting pupils for a substantial part of the lesson.
80. The quality of teaching for pupils who speak English as an additional language is good. Most staff encourage careful listening and make sure that they reinforce vocabulary appropriately without reducing the level of difficulty in the task. All teachers plan activities to match pupils' needs. They take responsibility for their pupils who speak English as an additional language and do not depend on the specialist teachers. Teachers speak clearly and explain any subject specific language that is used. They make good assessments of pupils' progress to ensure that they have understood the meaning of words. The use of resources to support pupils' learning is good. Teachers provide many opportunities for pupils to use artefacts from their own cultural backgrounds. For example in one lesson, the teacher used a 'diva' as a subject for 'Renga' poetry. This encouraged one pupil to talk about her experiences of using 'diva' for prayers. The school has implemented effective strategies such as the 'buddy system', which involves a new pupil being introduced to another who speaks the same language and who provides support in explaining school routines. The school's information for parents is good. It is translated in twelve languages, and interpreters and translators are used whenever the need arises.
81. Pupils' attitudes to school are very good. They are keen to learn and are attentive in lessons, and are confident to ask and answer questions even if their language skills are limited. They are very supportive of each other. Their relationships with other pupils of different cultures and religions are good and they show respect towards adults.
82. The school's strong commitment to equal opportunities for all pupils results in a positive attitude towards the many languages and cultures that are represented amongst the pupils. The display of notices outside the classroom doors indicating the number of languages spoken, and the names of those who speak them, gives a message of respect for other languages and acknowledges that having an additional language is a substantial additional achievement. The headteacher and staff are committed to providing a secure, safe and language-rich environment so that pupils have full access to the curriculum. However, the provision of dual language books is inadequate to meet the needs of pupils, and the school is addressing this weakness. The after-school 'Rainbow Club' provides opportunities for parents with their children to meet others, speak their own language and learn a few phrases and songs in other languages.

MATHEMATICS

83. Standards in mathematics are satisfactory. A significant number of older pupils achieve standards that are above the national expectation for their age. This is a marked improvement since the last inspection, when standards were well below national expectations. The rapid improvement that has taken place in mathematics is a strength of the school.
84. In the 2000 national end-of key stage tests for 11 year-olds, the proportion of pupils achieving Level 4 or better was slightly below the national figure. However, the gap between the school's result and the national figure has narrowed considerably. The school's target was comfortably exceeded. There was an increase in the number of pupils achieving Level 5, which is above the national expectation for their age. In comparison with similar schools, the school's results are now above average at Level 4 and above, and well above average at Level 5. There is now little difference between the attainment of girls and boys. There has been an improving trend in mathematics

results over the past four years, and a considerable improvement since the last inspection.

85. The school has taken very effective action to raise standards, including 'booster' classes and lunchtime homework clubs in the spring term to support older pupils who are not achieving the standards expected for their age. A wider variety of teaching strategies is now employed, including the development of mathematical vocabulary and regular mental arithmetic sessions. The successful implementation of the National Numeracy Strategy is having a positive effect on improving standards.
86. The pupils make good progress. Mental arithmetic forms a regular routine in numeracy lessons and on other occasions during the day in all classes. However, opportunities to promote the pupils' numeracy skills are not developed in a systematic, planned way across the whole curriculum. A good pace is maintained and pupils are generally highly motivated in these sessions. There were good examples of pupils working on higher-level tasks, particularly in the older year groups where pupils are encouraged to work at a demanding level. In the lessons observed during the inspection pupils in Year 3 were making satisfactory progress in their knowledge and understanding of space and shape. They know the names of common two and three-dimensional shapes and can describe their properties using the appropriate vocabulary, with growing accuracy. Pupils in Year 4 can measure accurately to the nearest half centimetre and explain how they calculate a problem to reach the correct answer. They can handle data with growing confidence using more than one grid. They know the difference between regular and irregular quadrilaterals and triangles and name them.
87. Pupils in Years 5 and 6 are grouped for mathematics on the basis of their prior attainment. This is an effective strategy that is making a good contribution to improved standards because it enables teachers to target the work very accurately for individual pupils. Year 5 pupils were working on matching equivalent fractions and solving problems involving ratio. The pupils' learning was good and the lesson content was appropriately challenging. Pupils were encouraged to find their own solutions as they worked through the problems, which were then explained, at the conclusion of the lesson. In a Year 6 higher-attaining group, the pupils were able to create a variety of situations to support their understanding of probability. They used vocabulary such as 'uncertain', 'impossible', 'fifty-fifty', 'equally', 'likely', 'probable' and 'certain', and the work was suitably challenging from them.
88. The pupils' attitudes and behaviour in lessons are consistently good, and often very good. They are well motivated in most instances and can sustain their concentration well throughout the planned tasks. The introductory and main activities are appropriately timed to suit the range and variety of the pupils' needs. They responded well to careful questioning and recalled their previous learning, developing knowledge and understanding appropriate to their age and ability. They enjoy their lessons and respond well in mental arithmetic. However, whilst their confidence in speaking is developing, pupils often do not speak sufficiently clearly to be heard by the whole class.
89. Pupils with special educational needs and those learning English as an additional language make good progress in mathematics. They benefit from the good level of support they receive in lessons, which enables them to have individual attention focused on their particular needs. However, support staff are not always as fully involved in all aspects of lessons as they could be, especially during whole-class beginnings and endings of lessons.
90. The good quality of teaching is having a positive effect on standards. In over a quarter of the lessons observed in Years 4 to 6, the teaching was very good, and throughout the school the teaching was never less than satisfactory. Lessons are well planned, organised and managed. Teachers have high expectations of their pupils. For example, in a very good lesson in Year 4 the teacher maintained a brisk and challenging pace in the introductory mental work on halving and doubling numbers. This resulted in a high level of motivation and consequently the pupils learned very well. In another very good lesson, in Year 5, the teacher led a class discussion about problem solving that was very successful in promoting the pupils' numeracy skills through brisk mental number work. Teachers' planning is thorough and makes good use of their assessments of the progress made by individuals and groups of pupils. The organisation of the lessons and the management of the pupils were consistently good in almost all lessons. Teachers know their

pupils well and in most instances provide learning activities that are well matched to their attainment. They share their learning objectives with the pupils, reinforce them throughout lessons, and review them in the concluding parts of lessons. An appropriate amount of homework is set each week and supports the curriculum and pupils' learning effectively.

91. In the very few lessons that were broadly satisfactory, rather than good or better, in Years 4 and 5, the teachers did not always give pupils enough opportunity to explain their reasoning. Too much time was spent on tasks unrelated to the learning objectives for the lessons, such as copying a chart. In these lessons, much of the work was too closely prescribed by the teachers. This resulted in there being insufficient opportunities for pupils to work independently.
92. Strong leadership, clear guidance for staff and enthusiasm for the subject has contributed to the rapid improvement achieved in mathematics. The National Numeracy Strategy has been implemented successfully and all staff have received appropriate training, including training provided by the co-ordinator, who provides very effective leadership. Teachers clearly have a shared commitment to improvement and want pupils to succeed in achieving high standards. A sound policy is in place and the co-ordinator has firm plans to bring together all aspects of the curriculum into a written scheme of work. Very good procedures for assessment are in place and the daily use of assessment and the recording of the pupils' progress has a positive impact on their attainment. Very good monitoring of the teaching and learning, checking teachers' planning and then provision of feedback to staff supports the good provision for mathematics.
93. Resources for mathematics are sufficient to meet the needs of the curriculum, and are well used to support learning. Appropriate emphasis is given to the use of calculators. However, computers are not sufficiently used as an integral part of lessons, partly because several classroom machines are out of order and too old to utilise modern software.

SCIENCE

94. Standards in science remain unsatisfactory but have improved considerably since the last inspection. In the 2000 national tests for 11 year-olds, the proportion of pupils achieving Level 4 was well below the national figure but was only slightly below the mid-point of schools in similar circumstances. The proportion of pupils who achieved Level 5 was in the upper 40% of similar schools. This shows that the school's efforts since the last inspection to use extension work to challenge higher attaining pupils in science have been successful. The standards observed during the inspection indicate a steady improvement through the school, so that by Year 6 many pupils are achieving the standard expected for their age.
95. The younger pupils had a sound understanding of the importance of maintaining healthy teeth and gums, and could explain the effects of various foods on the teeth. They were able to apply this knowledge in preparing a information leaflet about teeth. In Year 4 the pupils understood that some solids can be melted with heat and then resume their solid state on cooling. In investigating this topic they were able to make confident predictions and could use appropriate vocabulary such as 'temperature', 'heat', 'melt' and 'solidify'. in describing their observations. The older pupils are beginning to develop an understanding of the adverse effects of alcohol, tobacco and other drugs on the body. They also have secure knowledge of simple electrical circuits, and can relate circuit diagrams to real circuits that they make for themselves. Some pupils who use English as a second language find it difficult to express their reasoning clearly, either orally or on paper, and the school is developing good strategies for overcoming this difficulty by helping pupils to learn, understand and use key scientific words.
96. The quality of teaching in science is good, with some instances of very good teaching. Teachers plan the work carefully and use their good subject knowledge to ask probing questions to check pupils' understanding of the topics. They make the lessons interesting, so that pupils are keen to respond and achieve. Teachers have high expectations and very good behaviour management. Safety factors are addressed carefully. For example, an investigation using a burning candle was carried out very safely. Pupils' work is marked in detail, with constructive comments to help them improve. The most successful lessons are very well organised and involve pupils in purposeful tasks that challenge them but are still achievable

97. A wide range of teaching methods are used in the best lessons, thus ensuring that pupils can learn in ways that suit each individual. For instance, good use of large-scale models (for example of a set of teeth and a large toothbrush), of key scientific words on cards and of flowcharts helped pupils see the answer clearly in their minds as well as hear it in words. In a few lessons opportunities are missed to use these learning aids. Another strength of some lessons is the teacher's reference to everyday applications of scientific ideas, for instance about the everyday effects of heating and cooling.
98. Pupils generally work at a brisk pace and make good progress. They acquire scientific knowledge and develop the skills of observing, handling equipment, drawing and recording results and problem solving. Pupils with special educational needs and with English as a second language often benefit from the active support of additional adults and many make good progress in these lessons.
99. Pupils' have positive attitudes towards science. Their behaviour in lessons is never less than good and is often very good. They work with enthusiasm, respond promptly to the teacher and are very keen to offer their own answers in classroom discussions. They collaborate and share materials well and safely. Boys and girls work well together and show respect for each other's opinions.
100. The school is now following the national guidance in developing its scheme of work for science, which has improved the quality and range of the curriculum since the last inspection. There is now good coverage of all aspects of science. Assessment of each pupil's work according to National Curriculum levels takes place each half term. This fits in well with the work recently started with pupils on their personal achievement records. The science co-ordinator samples the assessed work to contribute to a science assessment portfolio. The co-ordinator also monitors the curriculum planning and has clear view of the subject's direction. The area of scientific enquiry and reasoning has been identified as the weakest part of many pupils' attainment and further staff training is planned to support this aspect of the curriculum. Firm plans are in place for an increase in monitoring of teaching throughout the school. Opportunities for developing pupils' skills of literacy, numeracy and information and communication technology are not sufficiently outlined in the current schemes of work. Resources for science teaching are adequate and are well organised for classroom use, although there is a need for greater use of computers to support science lessons.

ART AND DESIGN

101. Standards in art and design are satisfactory. The school has not been able to maintain the good standards that were reported in the previous inspection. However, art has a well-established place in the school's curriculum and there is good capacity for improvement.
102. Throughout the school, pupils experiment with line, shape, space, colour and tone to create observational drawings, paintings and sketches. Year 5 pupils' work on abstract design using information and communication technology based on Matisse's 'The Snail' show the effects of the artist's work in developing pupils' skills. Year 6 pupils used tone and shade to express moods of 'anger', and 'sickness' in their portraits. They are developing skills to show movement in their drawings. In one Year 4 class, pupils wrote about their dreams, painted pictures and used materials effectively to create a collage.
103. Display of pupils' work around the school show a good awareness of the styles and techniques of artists including Picasso, Kandinsky, Miro and Nolan. They studied Andy Warhol's work and created their own repeated patterns. They enjoy observing and imitating such styles, to communicate their ideas and feelings. Displays of Greek vases and coins also show good learning of techniques in exploring a wide range of materials.
104. Art makes an effective contribution to other subjects. For example, in one lesson pupils had worked individually to design autumn patterns to illustrate poems they had written in English. In another lessons, pupils produced a collage about the features of a river, linked to a geography lesson. However, little three-dimensional work was seen, either in lessons or on display.
105. Pupils' attitudes to learning in art and design are good. They enjoy the subject and show good levels of concentration while working or listening to the teachers. They are keen to talk about their work and share resources well.

106. The overall quality of teaching is satisfactory. Lessons are thoroughly planned and preparation is good. Pupils are encouraged to respond to the work of famous artists and their appreciation and enjoyment of art is improving as a result. Pupils are encouraged to evaluate their own work and that of others. Some classes use sketchbooks, but some of these are used simply as rough books and do not assist teachers in assessing pupils' attainment. Art is used effectively by all staff to enhance the visual environment of the school. The resources for art teaching are satisfactory.
107. The school has adopted the nationally recommended scheme of work and has produced further guidance for teachers on every topic. This material is used effectively for planning lessons. Currently there is no co-ordinator for the subject, but school has made arrangements to appoint one from next term. The subject's development has been held back by the recent lack of a skilled co-ordinator and by the school's entirely appropriate focus on improving literacy and numeracy.

DESIGN AND TECHNOLOGY

108. Standards in design and technology remain unsatisfactory, but have improved since the last inspection. The subject is taught in blocked units in each year group at fixed points in the year. Because of this, it was only possible to observe a small number of lessons in Years 3 and 5 during the inspection. No evidence of previous work was made available. The new policy and scheme of work indicates appropriate coverage of the programme of study. However, pupils' attainment in lessons, discussion with teachers and pupils and an analysis of the limited amount of work on display, indicate that standards are still unsatisfactory. However, the school has made some improvement since the last inspection when standards were judged to be poor.
109. Overall, pupils are not sufficiently generating their own ideas and making choices in their work. For example, pupils in Year 5 were building upon their previous learning, testing biscuits they had made for taste, shape and texture. They weighed the ingredients accurately and used the equipment and utensils appropriately. However, the process of making biscuits a second time, with some additional ingredients, did not provide the pupils with sufficient independence in recalling the process and methods used, learning from their mistakes and modifying their work. The question 'Why make biscuits?' was not sufficiently considered in the early stages of the work. Similarly, in Year 3 pupils were engaged in designing and making a package. All the boxes were of the same size and shape. Although good package designs to market the product had been created, little attention was given to the weight of the contents or the suitability of the material used, and no test had been devised. Overall, the progress made by the pupils in these lessons was barely more than satisfactory, and they make unsatisfactory progress over time.
110. The pupils' attitudes and behaviour in lessons are never less than good and are often very good. They enjoy lessons and can sustain their concentration well. They responded well to careful questioning and readily recalled previous learning, developing their skills and understanding. Whilst their confidence in speaking is developing well they do not always speak up sufficiently to be heard by the whole class. Pupils know about the importance of hygiene, for example washing their hands thoroughly before handling food, kneading with their fingers and not licking them.
111. The quality of teaching in the lessons seen was satisfactory. Excellent teaching was observed in a Year 5 lesson taught by the co-ordinator. The design techniques are taught systematically and pupils are encouraged to evaluate their work. All teachers shared the learning objectives with the pupils, reinforced them throughout the lessons, and reviewed them in the concluding session. However, observations in most lessons showed that the design and making elements are too teacher-prescribed. Overall, the teachers' expectations of the pupils are too low. Design modification is not sufficiently emphasised and pupils are not learning from being allowed to make mistakes. The co-ordinator provides support and has taught model lessons. These have been mainly in his own year group. More support is planned across the year group. Shared planning in year groups planning does not sufficiently take account of the lack of subject expertise amongst the staff. Some teachers experienced difficulty in teaching lessons that had been planned by a colleague.

112. The resources for teaching design and technology are adequate. They are of good quality and, in the lessons observed, were well used. However, there is no oven in the school to enable pupils to experience the 'cooking' element of food technology and to make links with the science curriculum. Good use is made of the computer suite, although there is very limited use of computers to support pupils' learning in their own classrooms.

GEOGRAPHY

113. Standards in geography are satisfactory. The attainment of 11 year-old pupils is in line with national expectations. This is an improvement since the last inspection.
114. A new scheme of work, which makes good use of national guidance, ensures that all pupils now receive a balanced experience of the geography programme of study. Geography is taught in blocked units during the year in each year group, alternating with history, and during the inspection lessons took place only in Years 4 and 6.
115. In Year 4 pupils have a good knowledge of places, and can use maps of various kinds to describe the location of settlements. They are able to ask and discuss questions about why people settle in particular locations, and can identify features of the landscape which influence settlement. They are beginning to understand the symbols used on Ordnance Survey maps, and could identify the roads that link isolated settlements to their nearest urban centre. In Year 6 pupils had a good knowledge of rainfall and rivers, including the effect of water on the landscape through erosion. A visit to a local field study centre enabled them to develop their understanding of rivers through first-hand experience. Work from the previous year indicated that the older pupils had a secure understanding of natural hazards such as floods and earthquakes, and their effects on peoples' lives.
116. The quality of teaching is satisfactory. Lessons are well prepared and have clear objectives which are shared with the pupils. Effective use is made of resources such as maps to support learning. The best teaching took place on the field trip, where good use was made of questions to link the activity with pupils' previous learning. In one Year 4 lesson the planned task proved too difficult for most of the pupils. The teacher sensibly modified the activity, making skilful use of questions to ensure that the lesson objectives were met.
117. The pupils have positive attitudes towards geography. They are attentive and enthusiastic and are eager to participate and volunteer answers to questions. They work well in pairs and groups, and boys and girls work very well together. Behaviour in lessons was never less than satisfactory and was often good, especially on the field trip.
118. The geography co-ordinator has a clear view of what needs to be done in order for standards to improve further. A sound development plan for the subject has been produced, with appropriate targets that include systematic monitoring of standards and quality in lessons. Resources to support geography teaching are adequate, and the school has identified the need to supplement its currently limited provision of books.

HISTORY

119. Standards in history are satisfactory. This is an improvement on the last inspection, when attainment was below national expectations. By the end of the key stage, the attainment of 11 year-old pupils is now in line with national expectations. All pupils, including those with special educational needs and those who speak English as an additional language, make good progress throughout the school.
120. Pupils develop their sense of chronology through the study of topics such as Boudicca and Victorian England. They acquire a wide range of knowledge and understanding about peoples and societies of the past and their impact on present day societies through studying the Egyptians, the Ancient Greeks and other civilisations. In one lesson, Year 3 pupils were able to understand the need to seek first hand evidence of the Roman invasion of Britain through the use of archaeology. They discussed how different writers have given different accounts of Boudicca's

appearance and reasons for her revolt against the Romans. Year 5 pupils study photographs and compare and contrast the education of children in Victorian times with their own schooling now. They understand why some areas of the curriculum were considered merely 'fancy', whilst some were more important because they involved 'facts'. Pupils develop their knowledge and understanding of Victorian schools when they study their own Victorian school building. They are keen to talk about history. However, their recall skills are not well developed and a group of Year 6 pupils found it hard to relate the main features of Victorian society, which they had studied during the previous year, without many prompts.

121. The overall quality of teaching is good. Teachers' management of behaviour is good. This leads to uninterrupted learning for pupils and they make good progress. In one lesson the class teacher acted out the part of a Victorian teacher, which pupils enjoyed while developing their knowledge and understanding of the period. In another lesson, good questioning from a teacher helped pupils to understand that the past is represented and interpreted in different ways.
122. Pupils are interested in the subject. They concentrate well in lessons and persevere to complete tasks. They enjoyed the dramatisation of the Victorian class teacher and of the events leading to Boudicca's revolt. The curriculum is extended through visits to local museums.
123. The school has adopted the nationally recommended scheme of work. This guidance is effective in supporting the teaching of history. Teachers use it well to develop their knowledge and understanding of the subject and to support their lesson planning. There are adequate resources to meet the range of the National Curriculum requirements. A sound start has been made in planning and implementing the revised curriculum. The teachers assess pupils against the learning objectives and test pupils after a topic has been completed. This information is used to plan future learning and to report to parents on their children's progress and attainment. The co-ordinator provides satisfactory guidance through monitoring plans and by suggesting appropriate resources.

INFORMATION TECHNOLOGY

124. Standards in information and communications technology (ICT) are good. By the age of eleven, many pupils attain standards that are above the national expectation for their age. Substantial improvements have been made in the school's provision for ICT since the last inspection with the development of a suite of computers, which is used weekly by every class. Pupils are now more familiar with the computer equipment than at the time of the last inspection. However provision in classrooms is poor, with several classes having no facility for using ICT in lessons. Opportunities are limited for pupils to extend their ICT skills, particularly in literacy and numeracy. Where classes have computers, they were either not working or were not used during the week of the inspection.
125. Pupils are confident about ICT and enjoy their lessons. In Year 3 pupils could change font, colours and size of elements of their designs for a biscuit box. Pupils in Year 6 could redesign their plans of the classroom by using a graphics program to construct shapes, group, move and rotate them. However they had difficulty in explaining why they changed their original designs.
126. Pupils make good progress during lessons and build on the skills previously learned when encountering a new program. They could appreciate the improved features of a multi-media program over the basic graphics package previously used. Pupils in Year 4 could cut and paste text and graphics from a CD-ROM to create and edit a passage of text about Hinduism. They use technical vocabulary appropriately. Few pupils have the opportunity to develop their ICT skills and understanding at home, and this makes the school's provision vital to pupils' learning. Pupils are enthusiastic about ICT. They take pride in their work and support each other well when working in pairs. Boys and girls attain equally well in lessons.
127. The teaching of ICT in the computer suite is good. Teachers have a good knowledge of the subject and this enables them to challenge pupils to explore and be creative in solving problems. They have high expectations and set a good pace to lessons. This ensures that pupils sustain their concentration and are successful in meeting the objectives of the lesson. For example, in an excellent lesson in Year 5, which involved introducing the pupils to a 'painting' programme, the

teacher made very good use of questioning to build on their previous learning. The teacher's very good subject knowledge enabled her to take the pupils rapidly through carefully planned learning stages. This resulted in a high level of motivation for the pupils, and consequently excellent learning. However there is no planning for the teaching of literacy and numeracy through ICT and this limits progress in these subjects. Teachers' planning is targeted at specific subjects which make the most effective use of the program being used, although the long term plans are general and do not specify which subjects are being focused upon. A new scheme of work has recently been introduced and is being used effectively by the teachers to support their lesson planning.

128. The school is currently without an ICT co-ordinator, but the senior management team has ensured that a strong direction has continued to be given to the staff. There has been intensive staff training which has given teachers the confidence and commitment to raising standards in ICT. As yet there is no strategic plan for the replacement and upgrading of hardware. There is no systematic method of assessment or record keeping in place, although assessment during lessons informs planning well. The computer suite is linked to the Internet, but the staff are awaiting further training before accessing it.

MUSIC

129. Standards in music are satisfactory. By the end of the key stage the pupils' attainment is in line with national expectations. The satisfactory standards that were reported by the previous inspection have been maintained.
130. Pupils can sing a wide range of songs from memory, with enthusiasm and a good sense of rhythm. Occasionally their singing lacks tunefulness because they are more focused on the volume of sound they are producing, but they can improve their singing with practice. In Year 3, pupils were able to sing a simple melody, first in unison and then in two parts. Older pupils develop good musical vocabulary such as 'pulse', 'rhythm' and 'pitch', and can identify these features in pieces of music they listen to. In Year 5, pupils were able to work in groups to compose short pieces for percussion instruments. They could record their compositions on paper and perform them from these informal musical scores. The oldest pupils understood that the pitch of a note is indicated by its position on the musical staff, and could use this knowledge to say whether a note would be high or low, and to play it accurately on a glockenspiel. All pupils listen to a wide range of music in lessons and assemblies and are able to comment sensibly on the differences in style they notice.
131. Pupils have positive attitudes towards music lessons. They are well behaved and participate enthusiastically, using musical instruments responsibly. They work well in groups, and persevere with challenging tasks such as producing and recording compositions.
132. Pupils have a weekly music lesson that is taught by their own class teacher. A new scheme of work, which is based on national guidance, helps to ensure that they all experience a balanced coverage of the programme of study for music in half-termly units of work. The overall quality of teaching is satisfactory, and some good lessons were observed. The single instance of unsatisfactory teaching, in Year 3, resulted from the teacher's lack of confidence in using the school's approach to teaching singing. Most teachers, however, have at least adequate subject knowledge, and several have a good level of musical expertise which they use to very good effect in lessons. The two 'singing assemblies' that took place during the week were good, and enabled the pupils to make progress in singing.
133. The music co-ordinator is new to the post, but already has a clear view of what needs to be done in order to improve standards further. She has already produced a scheme of work, based on national guidance and well supplemented with other material. Resources to support the teaching of the scheme of work have been well organised in year-group boxes, and funding has been made available for additional resources. The very popular extra-curricular music club, which is run by the co-ordinator, makes a valuable supplement to the school's music curriculum for the many pupils who take part.

PHYSICAL EDUCATION

134. Standards in physical education (PE) are satisfactory. The attainment of the 11 year-old pupils is in line with national expectations. There has been a very good improvement since the last inspection.
135. PE lessons were observed in each year group during the inspection. The lessons were based on the school's scheme of work. This scheme ensures that all pupils have opportunities to develop skills in games, dance, gymnastics, athletics and outdoor activities. Year 4 pupils have regular swimming lessons. In the lessons seen, the younger pupils made good progress in improving their ball-throwing and catching skills. In Years 4 and 5 the pupils developing relay baton changing skills at appropriate levels, showing increasing competence, and the Y6 pupils demonstrated good skills in dance in a lesson taught by a specialist teacher from a local secondary school. All pupils understand the importance of exercise and its effect on the body. They understand the need for warming up before engaging in vigorous activity, and the importance of wearing appropriate clothing for PE and games lessons.
136. Pupils have good attitudes toward PE and games lessons. They are consistently well behaved and are interested and enthusiastic. They work well in pairs and groups, and listen carefully to instructions and explanations. They give close attention to demonstrations by other pupils. Resources, such as bats and balls, are used responsibly and appropriately.
137. The quality of teaching is good. Teachers have good knowledge of the subject and conduct lessons skilfully, with due regard for safety considerations. For example, in a very good Year 4 lesson on relay baton changing technique the teacher began with a good warm-up activity, taking time to explain the purpose and importance of warming up before vigorous activity. The lesson objectives were made clear to the pupils and they were helped to make good progress because of the careful way the teacher took them through a sequence of learning stages, beginning with quoits and later moving on to work with relay batons. Lessons are thoroughly planned on the basis of the school's scheme of work, but the teachers have the confidence and expertise to modify lessons if it becomes clear that the pupils need further coaching or practise in a particular skill. For example, in a good Year 3 lesson, it became evident to the teacher that the pupils' limited skills in ball throwing were preventing them making progress in the intended bat and ball activity. She made a smooth and well-judged transition to throwing and catching balls in pairs, and this resulted in the pupils making much better progress.
138. The PE co-ordinator provides very good leadership and management for the subject. She has revised and updated the PE policy statement and has produced a comprehensive scheme of work which incorporates national guidance from several reliable sources. Her dual role as PSHE co-ordinator enables good links to be made with the PE curriculum, to the benefit of both subjects. Resources for PE are satisfactory, but the accommodation remains unsatisfactory because of the small size of the halls in which PE lessons take place and the lack of immediate access to playing fields.
139. There has been a considerable improvement in the school's provision of extra-curricular sport since the last inspection. These sports clubs provide a valuable supplement to the school's PE curriculum for the many pupils who take part. There are now more opportunities for the pupils to take part in competitive sport, and the school's teams have recently enjoyed considerable success in local and national competitions.

RELIGIOUS EDUCATION

140. Standards in religious education are good. This is an improvement since the last inspection. Many pupils are now attaining standards that are higher than those expected by the locally agreed syllabus. Religious education provision and its impact on the lives of the pupils are a strength of the school. School assemblies and lessons in personal, social and health education make a very good contribution to aspects of the religious education curriculum.
141. Pupils achieve well in lessons and over time. They showed good recall of previous learning in Year 3, forming natural links with their literacy work on metaphors and similes with the use of them in examples in the Christian New Testament such as 'I am the light of the world', and in the Psalms in the Old Testament, 'The Lord is my rock, my fortress.' This was a challenging concept for this age group. Year 4 pupils were fascinated with their work on the Hindu mandir or temple. They also had good recall of previous work. On Hinduism, they know that the gods can be shown in different forms. By Year 5 the pupils have developed good understanding of other faiths and the influence religious leaders have had on the lives of people throughout the world. Year 6 pupils were studying Judaism and could recall previous work on the plagues of Egypt and their significance in delivering the Israelites to the Promised Land. Researching the Ten Commandments, they demonstrated a good knowledge and understanding of key words such as 'idol', 'labour', 'adultery' and 'false testimony'. By the end of these lessons, pupils devised their own five modern commandments. These were shared with other pupils across the school during an assembly.
142. The pupils' attitudes and behaviour in lessons are consistently good, and often very good. They enjoy their lessons and can sustain their concentration well throughout the planned tasks. Skills in speaking need to be reinforced, as pupils do not always speak clearly in class discussion. Moral and social issues play an important part in religious education lessons. Pupils know that people have different points of view from their own and should be listened to. They know why society needs rules and draw up their own class rules. Pupils have good opportunities to reflect on issues and to develop spiritually in lessons and assemblies.
143. The quality of teaching is very good. Teachers have high expectations of their pupils. They make good use of the pupils' own religious knowledge and experience. They value pupils' contributions, often acknowledging the limitations of their own knowledge about other faiths. Topical issues are used well in lesson planning and teaching to support pupils' learning. A sensitive issue in relation to work on the Ten Commandments was dealt with expertly in a Y6 lesson by a teacher who reminded the pupils of a situation developing in a well-known television drama. The recent resignation of the England football coach was also used in a discussion about good role models. Assemblies support the religious education curriculum well and festivals are celebrated throughout the year. The recently appointed co-ordinator provides good leadership and support for the subject.
144. Resources for religious education are sufficient to meet the needs of the curriculum. They are of good quality and are well used. The co-ordinator has worked hard to create a collection of materials and artefacts to support the curriculum. Educational visits to local places of worship enrich the religious education curriculum.