

INSPECTION REPORT

UPHALL PRIMARY SCHOOL

Iford

LEA area: Redbridge

Unique reference number: 102819

Headteacher: Ms Janice Eacott

Reporting inspector: Martin Beale
19385

Dates of inspection: 11 - 14 December 2000

Inspection number: 224196

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Uphall Road

Iford

Essex

Postcode: IG1 2JD

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Appropriate authority: The governing body

Name of chair of governors: Mrs K Iqbal

Date of previous inspection: 1 July 1996

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Candy Kalms (Ofsted No. 9275)	Lay inspector		Pupils' attitudes, values and personal development; the school's care for its pupils; partnership with parents
Raminder Arora (Ofsted No. 16773)	Team inspector	Religious education; under fives	Staffing, accommodation and learning resources
Pat Lowe (Ofsted No. 11901)	Team inspector	Science; geography	Curricular and other opportunities offered to pupils
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10 - 12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12 - 14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14 - 15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15 - 17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17 - 18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18 - 19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19 - 20
THE PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE	20 - 21
PART C: SCHOOL DATA AND INDICATORS	22 - 25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26 - 37

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Uphall Primary is a large school for pupils aged from 4 to 11. The school is expanding. There are 640 pupils and a further 104 children catered for on a part-time basis in the attached Nursery. The attainment of the pupils on entry to the school is well below average. The majority of the pupils are from minority ethnic backgrounds and the proportion with English as an additional language is very high. In addition, about a quarter of the pupils are refugees. A significant number of pupils join or leave during the school year. The proportion of pupils with special educational needs is close to the national average, and the number with statements is below average. The proportion eligible for free school meals is above the national average.

HOW GOOD THE SCHOOL IS

The school is serving its culturally diverse community well and is providing very effectively for the high proportion of pupils with English as an additional language. It is improving as a result of firm and effective leadership by the headteacher and deputy head, which has successfully concentrated on improving teaching as a key to raising standards. The school is providing good value for money. Teaching is good throughout the school, enabling the pupils to make good progress. Standards in the core subjects are improving and are better than in the most recent National Curriculum test results, which were well below average. Attendance is well below average and unauthorised absence is high. Most pupils work hard and behave very well.

What the school does well

- The school is very well led and managed by the headteacher, deputy head and senior staff who have successfully focused on improving teaching as the key to raising standards.
- There is a high proportion of good teaching enabling most pupils to make good progress.
- The pupils with English as an additional language are given very good support and guidance, which enables them to acquire English language skills quickly and to make good progress in most subjects.
- Very good provision is made for pupils with special educational needs.
- The children under five are given a very good start to their education in the Nursery and Reception classes.
- The very good provision for the pupils' personal development results in the pupils being keen to learn, behaving very well and forming friendly and constructive relationships with each other.

What could be improved

- Standards in information and communication technology (ICT) are low and the requirements of the National Curriculum are not being fulfilled.
- The systems in place to monitor attendance are not sufficiently effective to improve attendance and reduce the high level of unauthorised absence.
- The governing body has only a limited understanding of the role it should play and is failing to fulfil many of its statutory responsibilities.
- The school does not have a long-term strategic plan to manage its expansion.

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 slow to respond to the previous inspection report of 1996 until the present headteacher was appointed two years ago. Since then the response has been very good, the work of the school has been monitored and good progress has been made in dealing with the key issues from the last report. Vigorous action has been successfully taken to improve teaching in subjects previously identified as needing attention. Standards in science at Key Stage 2 have improved, but standards in ICT remain weak. Although most pupils are making good progress and standards in National Curriculum tests have improved at both key stages, results are well below average. Other areas not highlighted by the report such as the provision for pupils with special educational needs, those with English as an additional language and the Early Years have all received much attention. A continuing weakness is that there has been no improvement in the effectiveness of the governing body. A long-term strategic plan for the school has also not been prepared.

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	C	E	D
Mathematics	E	E	E	C
Science	E	D	E	C

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

National Curriculum test results at Key Stage 1 in 2000 were above those at the last inspection and improved considerably over those in 1999. In spite of this, results in reading, writing and mathematics and the teacher assessments for science were all well below the national average. Results were close to the average of similar schools in writing, below average in reading and well below average in mathematics. Girls have achieved better results than boys although this position was reversed in reading and mathematics in 2000. The high pupil mobility has a significant effect on results at Key Stage 2. Less than a third of the pupils who take tests in Year 6 started the school in Reception. Mathematics, science and the overall results of National Curriculum tests were well below the national average in 2000 and in line with results in similar schools. Science results improved over those in 1999, while mathematics results were unchanged. Results in English were also well below the national average and were below the average of results in similar schools, having fallen slightly from 1999. Results were higher than at the last inspection and this rising trend has been broadly in line with improvements nationally. There has been no pattern to any variation in results by gender. The school exceeded its targets for English in 1999 and 2000, but failed to reach its targets for mathematics.

The beneficial impact of the new leadership on the school's standards was evident in the work seen during the inspection. The children under five are making good progress. Most pupils are making good progress in the core subjects at Key Stages 1 and 2. Standards in lessons in English are well below average at Key Stage 1 reflecting the low attainment of pupils on entry to the school and the high proportion with English as an additional language, but are below average in mathematics and science. Standards are higher at Key Stage 2 than in the most recent tests, and are below average in each of the core subjects. Attainment in ICT is below expectations at Key Stage 1 and well below expectations at Key Stage 2 as a result of no ICT teaching taking place for a year while the new suite was built. Although satisfactory progress is now being made this is insufficient to enable the older pupils to catch up. Attainment is below expectations in design and technology. Pupils with English as an additional language and those with special educational needs are making good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning and are interested in their lessons. They are attentive, well motivated and keen to do well.
Behaviour, in and out of classrooms	The majority of pupils behave very well at all times, helping to create a harmonious atmosphere in the school.
Personal development and relationships	Most pupils establish warm relationships with each other and their teachers. They respond well when given the opportunity to exercise responsibility and to show initiative.
Attendance	Attendance is poor having been well below the national average in recent years. Unauthorised absence is high.

The school is successful in promoting good behaviour; however, the procedures to monitor and improve attendance are unsatisfactory and are having insufficient impact on reducing absence.

TEACHING AND LEARNING

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

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

Teaching is good throughout the school. Teaching is satisfactory or better in 94 per cent of lessons and very good or excellent in about a quarter. Teaching is good in mathematics at both key stages and in English at Key Stage 1, and it is satisfactory in English at Key Stage 2. Teaching is good overall in all areas of learning in both the Nursery and Reception classes, enabling these young children to make a good start to their schooling. The school is very good at identifying and meeting the needs of pupils with English as an additional language and those with special educational needs. Support staff work very effectively with classroom teachers to make lessons accessible to all, with the result that these pupils develop their knowledge and understanding well. Most teachers have high expectations of their pupils' work and of their behaviour. The pupils in these classes respond well to the challenge and make good progress. Several teachers are very successful at motivating their classes and make good use of questioning to guide the pupils' learning. In the small proportion of unsatisfactory lessons the teachers did not manage to maintain sufficient control to produce an effective atmosphere in which the pupils could concentrate on their work. Most lessons move forward at a good pace, although some lessons or activities are too long to retain the pupils' full attention. The school has successfully implemented the National Strategies for Literacy and Numeracy teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is good breadth and balance to the curriculum in the Foundation Stage. The curriculum is satisfactory at Key Stages 1 and 2 although insufficient use is made of computers to support pupils' learning. Statutory requirements are not being met for the teaching of ICT and the school does not have a policy for sex education.
Provision for pupils with special educational needs	Very good provision is made for pupils with special educational needs. Planning for teaching in all subjects bears their needs in mind and regular assessments are made of the pupils' progress.
Provision for pupils with English as an additional language	Very good support is provided for pupils with English as an additional language. This enables them to settle quickly into the school and to learn quickly and to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the pupils' spiritual, moral, social and cultural development is very good and is supported by a good personal, social and health education programme.
How well the school cares for its pupils	The school provides a high level of care and support to meet the variety of personal and educational needs of the pupils.

The school has developed satisfactory links with parents. It tries hard, and with some success, to involve all parents in their children's learning. Child protection procedures are effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership from the headteacher, deputy head and other senior staff has prioritised areas that needed dealing with and has ensured that vigorous action has been taken to raise standards.
How well the governors fulfil their responsibilities	The governing body is failing to fulfil many of its statutory responsibilities. It does not establish the policies by which the school is managed, is not involved in planning for improvement and does not monitor the work of the school.
The school's evaluation of its performance	There are good structures for monitoring teaching and learning, which have resulted in improved teaching and greater consistency in lesson planning.
The strategic use of resources	Satisfactory use is made of the resources available to the school through the careful financial management of senior staff.

Subject co-ordinators are very effective in their work, having been given good guidance by senior management on how to fulfil their roles and responsibilities. Staffing levels and accommodation are both satisfactory, although the library is not accessible and is under-used. Learning resources are adequate but there are insufficient computers. Governors are not sufficiently involved in financial planning or monitoring spending. They do not apply the principles of best value when purchasing goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most parents feel that their children are expected to work hard and to do their best. • They report that their children like school. • They feel that their children are making good progress as a result of the good teaching. • Parents judge the school to be well managed. 	<ul style="list-style-type: none"> • Some parents are unhappy with the amount and type of homework set. • Parents would like more extra-curricular activities.

The inspection team shares the parents' positive views of the school. There are some inconsistencies in the setting of homework, particularly in the frequency with which reading books are sent home with younger children. A satisfactory range of extra-curricular activities is provided but the potential for the use of the computer suite beyond is not being exploited. Several parents at the pre-inspection meeting were unhappy with the school's arrangements for dealing with punctuality. The inspection team does not support this view as the steps being taken by the school are judged to be effective and are helping to improve punctuality.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment of pupils on entry to the school is well below average, although there are indications that this is improving now that most children spend three terms in the Nursery. A very high proportion of pupils have English as an additional language, more than twenty-five per cent of whom are refugees. There is considerable pupil mobility. The major focus for many pupils is the acquisition of English language skills, which most do well while extending their learning in other subjects. These factors combine to make progress slower than might be expected from the good teaching and the very good support given to pupils with English as an additional language. As a consequence the results in National Curriculum tests at the end of Key Stage 1 in 2000, although vastly improved from the previous inspection and better than in 1999, were still well below average in reading, writing and mathematics, as were the teacher assessments in science. Results were close to the average of similar schools in writing, below this average in reading and well below this average in mathematics. Girls have generally achieved better results than boys, although this position was reversed in reading and mathematics in 2000. Results were low because more pupils than nationally failed to achieve the expected Level 2 in each subject, more so in reading and mathematics than in writing, and few achieved the higher Level 3, none doing so in writing.
2. Many of the factors that are evident at Key Stage 1 also occur at Key Stage 2. The impact of pupil mobility is significant here and invalidates any judgements on progress by comparing the results at Key Stage 2 with corresponding results at Key Stage 1 four years earlier. Less than one-third of the pupils in Year 6 started in Reception and a high proportion have been at the school for less than six terms. In spite of this, most pupils are making at least satisfactory progress and for many progress is good. Overall results in National Curriculum tests and those in English, mathematics and science at the end of Key Stage 2 in 2000 were all well below the national average. These results were an improvement on those at the previous inspection and the upward trend in the school's results has been broadly the same as improvements nationally. Overall results in both mathematics and science were close to the average of similar schools, while they were below this average in English. Science results improved from 1999, mathematics results were largely unchanged, but those in English declined. There has been no pattern to any variation in results by gender, although an analysis shows that pupils of Indian ethnic background achieve better results on average than others. Although girls have achieved better results than boys in English, this has not always been by as large a margin as seen nationally. The school exceeded its targets for English results in both 1999 and 2000, but failed to reach its targets in mathematics.
3. The attainment of most children on entry to the Nursery is low, being particularly weak in language and communication. The children make good progress overall during their time in the Nursery and also in the Reception classes as a result of the well organised curriculum, good teaching and effective support that they receive. They settle well, are keen to learn and work hard. By the age of five many children achieve the standards expected in their personal and social development as well as in their creative and their physical development. Generally attainment is below expectations in communication, language and literacy, mathematics and the children's knowledge and understanding of the world.
4. The school did not introduce the National Literacy Strategy at the same time as other schools. It was only with the appointment of the present headteacher that staff were trained and the structures of the literacy hour introduced. Pupils make mostly good progress in all aspects of English and, although standards are well below expectations at the end of Key Stage 1, they improve at Key Stage 2 to be only below expectations. Most pupils listen well to their teachers and to each other throughout the school, but only the few higher-attaining pupils in each class speak clearly and at length using grammatically correct sentences and a wide range of vocabulary. Reading skills develop well from a low starting point. Most pupils develop an enthusiasm for books and learn the skills needed to tackle new words and to understand the text that they are reading. Higher-attaining Key Stage 2 pupils read well with expression and can discuss their favourite books and authors. The school has identified the need to provide further opportunities to develop the pupils' writing beyond the structure of the literacy hour and has

tackled this by providing additional writing lessons. The writing of most Key Stage 1 pupils shows an understanding of sentence structure, but the range of vocabulary used is limited and spelling is inaccurate. Progress is made at Key Stage 2 with a small amount of good extended writing seen supporting work in other subjects. The standard of handwriting is particularly good as is the pupils' presentation of their work.

5. Attainment in mathematics is improving and current standards do not reflect the most recent national test results. More pupils are now achieving the expected level or better. Overall standards are below average, not well below, at both key stages. The daily mathematics lesson has been successfully introduced, although higher-attaining pupils are not always being regularly challenged by the work that they are given. Number skills are generally improving and most pupils are gaining in confidence when calculating, measuring and solving problems. The pupils' mental recall of number facts is also improving, with many older pupils being able to describe the methods that they use when calculating.
6. Standards in science are also improving at both key stages, largely as a result of some good, and at times very good, teaching that promotes the development of scientific skills well. As in mathematics, standards are below, not well below, average and the pupils are making very good progress.
7. The development of the pupils' ICT skills is benefiting from the recently opened computer suite. The use of this facility was delayed for almost a year during which time no teaching of ICT took place. In addition, the previous provision had been unable to move pupils' skills forward sufficiently. Standards in ICT are consequently below average at Key Stage 1 but well below average at Key Stage 2. Many of the older pupils have skills and basic computer awareness that is little advanced from that of the pupils in Key Stage 1. Furthermore, there are insufficient opportunities for the pupils to use computers to support their learning in other subjects, a factor which contributes to the low standards.
8. Most pupils are achieving the standards of the locally agreed syllabus for religious education at both key stages. Standards in art, geography, history, music and physical education are close to national expectations. This is largely because either the practical or creative nature of the subject enables the pupils to achieve higher standards, or in the case of geography and history their verbal responses indicate a satisfactory level of knowledge. Most pupils make satisfactory progress in these subjects, although they make good progress in geography at both key stages and in history at Key Stage 2. Standards in design and technology are below expectations and the pupils make unsatisfactory progress largely because teachers do not give the subject sufficient attention and tasks do not challenge.
9. The pupils with English as an additional language are very well supported from the moment that they enter the school and their particular needs identified. Their development of English language skills takes place effectively alongside their learning in other subjects. The support of bilingual assistants and the practice of pairing new children with a speaker of their home language, where possible, benefit their learning considerably. The careful monitoring of their development of English language skills shows that most pupils are making good progress.
10. The progress made by pupils with special educational needs is good in both key stages and they achieve well. Teachers maintain individual education plans, including two for gifted pupils, which focus on specific needs related to the academic curriculum and personal development. They set pupils specific and realistic targets and state the action that is to be taken. These plans help teachers to keep a very careful track of pupils' progress, so that they reach the highest level of attainment of which they are capable.

Pupils' attitudes, values and personal development

11. Pupils enjoy school and have very good attitudes to their learning. They come to school with a willingness to learn, responding well to the good teaching and the encouragement to work hard and achieve to the best of their ability. Most pupils are enthusiastic, well motivated and are interested in their lessons. They listen attentively to their teachers, concentrate well and are keen to improve. They eagerly answer questions and take an active role in discussions, as in a Year 5 English lesson when the pupils discussed poems by significant poets.
12. The pupils' behaviour in lessons and around the school is very good. They understand how to

behave and respond well to the school's high expectations. Pupils play well on the playground, and although boisterous at times, few incidents of aggressive behaviour take place. Around the school pupils are friendly and polite to each other and adults. There is little evidence of bullying or other unacceptable behaviour. There has been one fixed term exclusion this year, for appropriate reasons.

13. Relationships throughout the school are very good. They are firmly based on the high level of mutual respect that underpins the school's ethos. This enables the pupils to work with increasing confidence. Pupils get on well with their teachers and other adults who work with them in the school, which contributes to their motivation. A strength of the school is the friendly and sociable relationships between pupils, particularly the manner in which pupils of all ethnic and religious groups get on together. Most pupils work well both independently and together in pairs and groups. They co-operate and collaborate very well, sharing materials, equipment and ideas sensibly when working together, as when Year 6 pupils worked well in pairs sharing tasks and taking turns using the computers.
14. Pupils' respect each other's views, feelings, values and beliefs. This was illustrated in religious education where, in discussion, Year 5 pupils showed their respect for the opinions and beliefs of others. They understood the significance of light at Hanukkah, and listened reverently as the class teacher talked about the richness of the cultures and religions in the school, identifying similarities in Christmas and Eid.
15. Pupils' grow in confidence and gain a sense of esteem. Most pupils, from quite an early age, conscientiously carry out the responsibilities allocated to them in the classrooms and around the school, such as taking lunch boxes to the dining hall and returning registers. With little direction from teachers they willingly clear away after lessons. Pupils in the choir are confident when performing in assemblies.
16. Attendance is well below the national average. This has a significant effect on the learning of many pupils. Several pupils have poor attendance of below 80 per cent. Although there are variations between year groups and between classes in the same year groups, attendance is below 90 per cent in several classes. Attendance figures are affected by pupils' starting and leaving during the school year but a major contributory factor is the relaxed attitude many parents have to the importance of regular school attendance. Unauthorised absences are high and are well above the national average, having increased significantly since the previous inspection. Although the school has difficulties obtaining reasons for absence from parents, the current procedures to monitor attendance and follow up absence lack the necessary rigour to improve the situation.
17. Punctuality is a problem with a number of pupils arriving late, including some regularly. The school has recently begun to take rigorous action over punctuality with the result that they can now identify pupils arriving late. Some parents also arrive late at the end of the day to collect their children.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good overall. This is a significant improvement since the previous inspection. Teaching was satisfactory or better in 94 per cent of lessons and it was very good or excellent in a little over a quarter. Additional and support teaching for pupils with special educational needs and for pupils with English as an additional language is very good.
19. The Nursery and Reception teachers provide imaginative experiences for the children. Sessions are well planned with the result that the children's skills, knowledge and understanding develop well. Tasks and activities are carefully matched to the children's abilities and identified needs, and coupled with the teachers' high expectations this leads to the children making good progress.
20. Teachers have adopted the National Literacy Strategy effectively with the result that the teaching of English is good at Key Stage 1 and satisfactory at Key Stage 2. Teaching in several English and literacy lessons was very good. In most lessons, teachers plan work well for the range and stage of language development of the pupils and use questioning well to develop the pupils' speaking and listening skills. Where English teaching was judged to be unsatisfactory, this was

partly because the teacher failed to provide tasks appropriate to the language development of the bulk of the pupils in the class. This led to considerable confusion and restlessness.

21. The teaching of mathematics is good at both key stages, although there are occasions where higher-attaining pupils are not sufficiently challenged by some parts of a lesson. Teachers use questioning well to assess and guide pupils' learning. They give clear and supportive explanations, with a strong emphasis on mathematical language. They generate a good level of enthusiasm for the subject. This was demonstrated well in a very good Year 2 lesson, where pupils were learning how to double numbers to 10, with the result that most pupils made very good progress during the lesson. Teachers put an appropriate emphasis on developing the pupils' ability to calculate mentally by using activities at the start of lessons to engage and stimulate the pupils' interest in number.
22. Teaching in science is good overall, and is often very good, as in a Year 6 lesson where pupils were developing explanations for the effects of gravity. Here the teacher demonstrated very good subject knowledge. Learning was made relevant and interesting for pupils, with the result that they made very good gains in knowledge and understanding. High standards of effort, accuracy and presentation were encouraged and the pupils responded with interest and enthusiasm.
23. The school is very good at identifying pupils with special educational needs and follows all of the statutory procedures to ensure that the pupils receive the support to which they are entitled. This includes pupils whose needs have led to a statement. The school also recognises that some of its pupils have special needs and also speak English as an additional language. Class teachers plan very well to provide work that matches the pupils' needs, while special educational needs teachers and classroom assistants provide very good support. The school has the policy of only withdrawing pupils if it is in the pupils' interests. Otherwise pupils are supported in working successfully within the classroom. This was seen to good effect when the support teacher in a literacy lesson quietly discussed the words and ideas being discussed. Liaison with the class teacher encouraged the pupils with special educational needs to put their hands up. They were encouraged further by being given a chance to answer. The excellent rapport established with the pupils made them feel confident both in group and in class activities.
24. Additional teachers for pupils for whom English is an additional language have very good subject knowledge and specialist skills which add greatly to the quality of teaching pupils receive. This was seen in a Year 5 literacy lesson where the support teacher worked very effectively with a group of pupils who were not achieving as well as expected. This resulted in very good progress for these pupils in the development of vocabulary and in their understanding of the main features of the poems being studied. Support staff are used well. They work well with class teachers and are well informed about the teaching and learning objectives for the lesson. This was evident in a Year 5 religious education lesson where the support teacher was able to contribute significantly to the lesson. In another lesson, the class teacher supported very well a small group of pupils with English as an additional language. The support teacher, who had been involved in planning the lesson with the class teacher, quickly established very good relationships with the pupils so that they confidently offered their views.
25. Most lessons are planned effectively, with clear objectives for what pupils are to learn - objectives which, in the best cases, are made very clear to the pupils at the start of the lessons and reinforced throughout lessons. Teachers' plans take into account the differing needs of pupils, including those in literacy and numeracy. Teachers from each year group plan their lessons together, resulting, in most instances, in consistency between classes and good continuity and progression of learning for the pupils. Teachers and support staff work well together, planning and assessing outcomes jointly.
26. In most lessons, teachers have high expectations of their pupils' work and their behaviour, such as in a Year 4 mathematics lesson where pupils were collecting data and making a tally chart. Here the teacher's high expectations of the pupils were transmitted to the whole class with the result that the pupils responded very well to the challenge and made good progress. Most teachers are successful in motivating pupils and encouraging good behaviour. In the best lessons, pupils are very well managed and high standards of behaviour prevail, as in a Year 4 science lesson. In most cases, teachers make good use of questioning to ascertain and guide the pupils' learning. Most lessons move along at a good pace and teachers, in the best cases, change activities frequently to gain and maintain the pupils' interest and attention; however, some

lessons are over-long and the pace of work tends to slow towards the end of these long lessons.

27. Teaching was unsatisfactory in a small proportion of lessons largely as a result of weaknesses in discipline, which failed to promote a calm atmosphere or concentration on the part of the pupils to improve their work. Another unsatisfactory feature was when the teacher asked very few questions to ascertain pupils' understanding and did not sum up the lesson at the end, with the result that limited learning took place during the lesson.
28. Teachers' day-to-day assessment of individual pupils is good and often very good, as in a Year 4 science lesson where pupils' understanding was assessed constantly throughout the lesson and mistakes and misconceptions were recognised by the teacher and used constructively to support learning. Teachers make very good day-to-day evaluations of pupils' learning and amend their planning in the light of this information. Marking in books is generally up to date and, in the best cases, contains encouraging and evaluative comments. Teachers' use of homework is generally satisfactory. Pupils take their reading books home regularly in Key Stage 1 although this is less well organised in Key Stage 2. Additional work, related to work pupils are undertaking in class, is set as the need arises.

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

29. The quality and range of learning opportunities provided by the school is good in the Foundation Stage and satisfactory in Key Stage 1 and Key Stage 2. This maintains the position at the previous inspection. The curriculum meets the statutory requirements of the National Curriculum, except in ICT where the provision is unsatisfactory and in sex education where there is no policy. The curriculum meets the requirements of the locally agreed syllabus for religious education. The breadth, balance and relevance of the curriculum is good in the Foundation Stage. There is insufficient use of computers to support the curriculum in Key Stages 1 and 2. The breadth, balance and relevance of the curriculum is satisfactory in both key stages.
30. There is a policy and scheme of work for all statutory subjects; some have been revised to take account of recent curriculum changes; others are in the process of revision. Satisfactory strategies for literacy and numeracy have been put in place and the school has identified mathematics as the major area for improvement. Good links are made between subjects, thus consolidating pupils' learning.
31. The provision for pupils with special educational needs and those for whom English is an additional language is very good throughout the school. Their specific needs are effectively planned for and appropriately supported, enabling them to have good access to the full curriculum. Planning for teaching in all subjects bears in mind pupils with special educational needs. Regular assessment is made of their progress.
32. All pupils have appropriate access to the full curriculum including activities organised outside the school day. Boys and girls participate on an equal footing in most of the extra-curricular activities on offer. In several aspects of the curriculum opportunities are used to respond to the pupils' cultural backgrounds and develop their insights into different cultures, notably in assemblies, art, religious education and in literacy. During the inspection week assemblies focused among other topics on the meaning and traditions of Ramadan. In art, pupils paint prayer mats and study different aspects of Islamic art. Positive images of black people, women and other countries are reinforced in displays and in the use of dual language books.
33. Some parents feel that the school does not provide an interesting range of activities outside lessons and that more should be offered to pupils. The inspection team judges the provision to be satisfactory and recognises the commitment of the majority of the pupils to attending the mosque after school. Nevertheless, there is regular provision for pupils in both key stages to learn ballet and to listen to stories in many languages and for pupils in Key Stage 2 to play the guitar, sing in the choir, play football and attend a gymnastics club. The curriculum is enriched by regular visits to places of interest and by a number of visitors to the school.
34. The programme for personal, social and health education (PSHE) is good. This has become more closely linked with science and the specific needs of pupils in each class. For example, if

pupils are concerned about perceived bullying it will be discussed. Pupils learn about the advantages of being fit and healthy and what sort of food, drink, exercise and rest they need in order to stay fit and healthy. Drugs awareness is taught appropriately.

35. There are good links with a local church and a mosque. Community resources, including the town hall, a drama centre, a field studies centre and local parks are used well to support learning. Several visitors share their expertise with the school and enrich many areas of the curriculum, such as reading, writing, poetry, drama and music. Officers from the Fire Brigade visit regularly to talk about the dangers of fire, as the area is considered to be one of high risk. Pupils gain from their participation in the 'Junior Citizen Project' and from 'Cycling Proficiency Training'.
36. Good links have been established with pre-school groups and with the neighbouring secondary school, which provides support in science for pupils in Year 6 and sets an annual technology challenge for groups of pupils from local primary schools. Staff and pupils have established good links with a number of primary schools in the area, through their annual participation in the borough Schools' Choir Festival at the Royal Albert Hall. Students from two local colleges do part of their training in the Nursery and Reception classes. Students from two universities regularly work in the school, in order to extend their experience.
37. The provision for the pupils' personal development is very good, overall. Since the previous inspection, the school has successfully built upon its good standards in spiritual, moral, social and cultural development and has developed closer links between the pupils' cultures and the curriculum to enhance achievement. The pupils' spiritual development is fostered through assemblies, the programme for religious education and in many other subjects. Assemblies provide opportunities for spiritual awareness and provide regular opportunities for pupils to reflect on their own lives and the lives of others. The provision for pupils' moral development is very good. Pupils are involved in the formulation of class rules and there is an established system of rewards and sanctions. Differences between right and wrong are emphasised throughout the school. There is a strong commitment to caring and sharing and pupils are encouraged to develop self-esteem and respect for others. They help each other and also people in the community through their regular support of charities. The school makes very good provision for pupils' social development. Pupils are given opportunities to respond to the needs of their peers and to develop personal responsibility in supporting new pupils. They act as translators for pupils who arrive with little command of English and for adults both directly and on the telephone, on behalf of the school, on occasions when a particular language is not spoken by any adults in the school. They also act in the capacity of monitors. Paired and group work feature in lessons and this helps to develop collaborative learning and social development. There is very good provision for pupils' cultural development. The school actively promotes the richness and variety of the cultural heritage of its pupils. It also promotes the cultural heritage of its own area and participates in local events. Pupils enjoy the music of visiting musicians and dancers from different cultures, workshops organised by visiting companies and the annual Shakespeare Week. They study the work of famous artists and hear multicultural music in assemblies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school provides a high level of care and support that meets the wide variety of personal and educational needs of the pupils in the school. The headteacher and staff are very caring. They know and support all pupils well.
39. The school has good procedures in place to deal with child protection issues. Child protection is taken very seriously. Local authority guidelines are followed, although the school is without a policy. Day-to-day first aid and care for pupils who are unwell are good. Many staff have undertaken the full first aid at work course. There are good arrangements to ensure that staff are aware of pupils with medical conditions. Regular checks of the premises and site take place and appropriate action is taken where needed. The governing body has no involvement in the process and has not yet ratified the health and safety policy. All equipment is subject to regular checks. The condition of some of the toilets, particularly one block of boys' toilets, is unsatisfactory although the school does have plans to improve this.
40. Procedures for monitoring and improving attendance are unsatisfactory. The school has some procedures to monitor attendance and to follow up unexplained absence and punctuality, but

these have not been effective in improving attendance and reducing the very high levels of unauthorised absence. The school's current systems are not sufficiently systematic to identify the high number of pupils with unsatisfactory patterns of attendance or follow up the many pupils with unexplained absences. Absences are not immediately checked, with the result that pupils are absent for many days without the school knowing the reason. There are initial procedures in place to check those absences where no explanations have been received, but the school does not continue to follow them up with regularity. The school receives weekly visits from the education welfare officer who is relied on to check up some of the unauthorised absences. Punctuality is not being sufficiently well monitored by the school and parents are not formally notified when pupils are frequently late.

41. The pupils' personal development is well supported through the caring atmosphere in the school and the good relationships that exist between teachers and pupils. The planned programme for PSHE contributes to the pupils' personal development. Although there are no standard methods for teachers to record or monitor pupils' personal development, individual staff are aware of the needs of pupils in their class. They regularly discuss any issues that arise with their year leader, the special educational needs co-ordinator or the teacher with responsibility for pupils with English as an additional language. Pupils' achievements are regularly recognised and rewarded in assemblies and through honours boards, which demonstrate the high value that the school places on recognising success.
42. Procedures for promoting good behaviour are effective. The headteacher and class teachers have a shared commitment to promoting high standards of good behaviour. These are implicit in the ethos and values of the school and are understood by most pupils. There is a clear expectation for pupil behaviour despite the school not having a behaviour policy. Although staff have no guidance on procedures to follow, this discretion being given to individual class teachers, almost all control behaviour very well. Any concerns about behaviour are referred to year leaders who keep records to track individual pupils causing concern; however, there is no standardised system for class teachers to record or monitor incidents of inappropriate behaviour. Only the most serious concerns are referred to the headteacher. These are recorded and there have been very few entries.
43. Clear procedures are used to identify needs and target support for pupils who are identified as having special educational needs and those with English as an additional language. The school has carefully taken the cultural backgrounds of pupils into account in adapting its provision for extra-curricular activities. For example, by insuring that some of these activities take place during lunch times with Friday as a Muslim Holy Day kept free to enable the pupils to go to the mosque. Effective admission procedures ensure that pertinent information on the background of pupils is recorded and shared with class teachers to ensure that they settle quickly.
44. The school has good foundations for assessment in all subjects through the evaluations which teachers make of the pupils' progress towards the learning objectives in lessons. These evaluations are monitored and commented on by the headteacher. This helps to ensure good standards of evaluation at a class level. Teachers' assessment files also contain individual targets for pupils and there is good practice in that these are shared with both pupils and parents. In these files there are also notes of those pupils who do not achieve the standards expected for their age and of those who are achieving better than expected and who therefore may need work at a higher level. All of these strategies are well used in planning future lessons.
45. There are very good procedures and practice in the assessment of mathematics, science and English as an additional language. There are good procedures for assessment in English and for pupils with special educational needs. There are, however, no adequate formal systems for other subjects to ensure that each pupil builds effectively on skills and knowledge from term to term and from year to year. The school now needs to address this.
46. The school has made a start on equipping itself with the knowledge and ICT tools to enable it to analyse the performance of its pupils and trends in achievement for different groups of pupils over the years. These tools will allow the school to check on the effectiveness of changes, allocation of resources and interventions. The systems are not yet, however, fully operative and have been applied so far only to mathematics. Senior managers need to continue to develop the expertise in analysing the results of assessments. Some analysis of pupils' answers on National Curriculum test papers has been undertaken, and the results of this analysis have been useful in target

setting. The senior management team is fully aware of the need to develop its assessment and analysis strategies and should continue to prioritise this area.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Whilst many parents are supportive of the school, there are some who express concerns about a number of areas. Parents who attended the pre-inspection meeting and completed the questionnaires felt that their children liked school. Many were happy with their children's progress, felt the school expected children to work hard and achieve their best and considered teaching to be good. The inspection supports the positive view parents have of the school. Some parents, however, do not feel that the school works closely with them, do not feel that they receive sufficient information about progress, feel that the school does not provide an interesting range of activities outside the curriculum and some express concerns about the levels and consistency of homework.
48. Links with parents have improved since the previous inspection. The school has begun several initiatives to encourage parents to become involved in supporting learning both in school and at home. These include English classes for parents, half-termly surgeries offering parents the opportunity to meet and discuss any concerns, and currently a competition is in place to encourage parents to write a dual language book with their children. Parents are invited to assemblies and a recent World Food Fair was very well supported by parents. The opportunities that the school offers to involve parents of different cultures in the learning process is a strength. The bilingual support staff play a major role in forming links with parents. They share the language and culture of many of the pupils and assist those parents who do not speak English as a first language. They liaise with parents ensuring that they are well informed about school life and their children's progress.
49. Many parents support the school and some help in lessons and around the school, but there is no parent teacher association. Pupils in Key Stage 1 regularly take reading books home and some parents share reading with their children. Reading records are used but not as a regular method of communication between the teacher and home. The school introduced a homework policy this year but a regular pattern of homework has not been established. Although the policy outlines general guidance about homework it does not give parents any specific details about the work their children will receive each week. This lack of information limits the level of support parents can offer their children at home.
50. Information provided by the school for parents is satisfactory overall. This allows them to become involved in their children's learning and have an understanding of the school's work. Newsletters each term and additional letters when necessary keep parents informed about school matters, key dates and forthcoming events. The school routinely makes available translations of many school documents into community languages and assistance is readily available for those parents attending meetings whose first language is not English. The school provides some information to parents to gain an understanding of the curriculum, such as meetings held for the recent literacy and numeracy initiatives. All year groups provide parents with brief information on the curriculum and topics being covered in lessons during the term, but as there is no consistent whole school approach there is variation in the detail. Both the prospectus and governor's annual report lack important statutory information. Parents receive satisfactory information about their children's progress through two formal consultation meetings and the optional meeting to discuss reports. The quality of information about pupils' progress in their annual written reports is variable. None provide information about ICT but most generally provide information on what pupils can do in the core subjects; however, in many, information in the foundation subjects is limited to a brief computerised statement. Brief targets for future learning are included but they do not give parents sufficient information on strengths and weaknesses.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. Strong leadership from the headteacher and deputy head that is sharply focused on raising standards and very effective management have been instrumental in the improvements in the school, particularly in the last two years. They bring experience and considerable expertise to the work of school. They are supported well in this by effective senior management and staff who

work well together as a team. Delegation from the headteacher to middle management is very good, with clear lines of accountability and support established. Subject co-ordinators are mostly very effective in their work, providing good support and guidance for their colleagues.

52. There are good structures for monitoring teaching and learning, an aspect of the school that has shown considerable improvement since the previous inspection. Subject co-ordinators are involved in this process alongside senior management. Many improvements are directly attributable to the effectiveness of identifying weaknesses and the action taken for their elimination. Co-ordinators have helped to bring a greater consistency to planning, while improved teaching has resulted from the systematic observation of lessons with feedback and targets given to teachers.
53. One key issue for action from the previous inspection was for governors and senior managers to produce a strategic plan for the school's development. This has not been done. The school development plan has been an effective tool for senior staff to manage change annually, although the action plans generated have not been sufficiently focused, in all subjects, on raising standards. It is now essential, if the expansion of the school and its sustained improvement is to be managed effectively, that a strategic plan is prepared that includes projections of the financial implications for the growth of the school.
54. In spite of the considerable strengths in leadership and management within the school, one serious weakness remains. Governors are failing to fulfil their responsibilities in many areas, and the governing body has only a limited understanding of its role and how to fulfil it. Governors are not helping to establish the future direction for the school, do not monitor its progress and, at times, do not support the drive to raise standards. The governing body has not produced several important policies through which the school should be managed, such as for health and safety and sex education, amongst many others. Other statutory responsibilities are not being met and little concerted action has been taken to remedy this situation. This has resulted in considerable tension between staff and some governors, which has restricted the effectiveness of school management. The attendance at meetings of some governors is far too inconsistent for them to play a constructive role. The committee structure is ineffective. Meetings are often cancelled, there is no pattern to their work and governors rely too heavily on senior staff for their operation. Some governor visits have taken place, but these lack sufficient focus to be particularly effective.
55. Financial planning, management and control as exercised by the governing body is poor. It is only through careful budget planning by senior management and careful budgetary administration and management within the school that financial arrangements are satisfactory. Governors have little involvement in budget setting, do not produce a financial plan for the school and have no process by which they can establish if they are receiving value for money from any decisions they do take. They do not have a picture of how the school budget is generated, what the patterns of spending are or the extent of the reducing budget surplus. The principles of best value are not applied when purchasing goods and services. Although the school is expanding, building shortly to take place and the number of classes increased, there are no long-term projections of the implications of this for the school's finances.
56. There are a satisfactory number of teachers although some posts are being filled by temporary staff, pending permanent appointments. A particular strength of the school is the number of bilingual assistants who have been appointed as a result of the school's decision to manage its grant for ethnic minority pupils itself. Professional development arrangements are satisfactory, balancing the priorities of the school with the career development of staff. Satisfactory arrangements are in place for the induction of staff who are new to the school or to the teaching profession. The accommodation is satisfactory, with some recent developments such as the new nursery and the ICT suite enhancing the learning. The school is expanding rapidly and a further building programme planned. This plan needs to consider how library facilities, currently inaccessible and under-resourced, can be improved. Resources for learning are satisfactory in most areas, although some good design and technology resources are under-used. In spite of the new ICT suite, computer facilities are unsatisfactory for a school of this size. As a consequence pupils have insufficient opportunities to use computers to support learning.
57. The management of the arrangements for pupils with special educational needs is good. Clear leadership is being provided and previous weaknesses in provision have largely been rectified. Teachers' plans are evaluated to ensure that the needs of pupils are being met. Teaching and

support staff are deployed well and resources are good, with the exception of computer software. Planning has identified the need to tackle this weakness and to provide further training for classroom assistants. Support from the governing body is very poor and its statutory duty to describe provision for these pupils in its annual report is not being carried out.

58. The identification of areas that needed attention and the vigorous action subsequently taken have resulted in much progress in a relatively short period of time. Difficult decisions have been taken and some staff have left as a consequence, but this has mostly served to improve teaching and strengthen the school. The key issues for action from the previous inspection report have largely been tackled effectively. Other areas, such as the provision for pupils with special educational needs, the arrangements for teaching and supporting pupils with English as an additional language and the expansion of the Nursery, have also benefited from attention. It is because of the high quality of management and the sharp focus on raising standards that the school is well placed for sustained improvements in the future.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. To continue the good progress made in recent years and to improve standards further, the school should:

Raise standards in ICT by: (*paragraphs 7, 29 and 110-115*)

- providing immediately, extra tuition for Year 6 pupils so that they can achieve satisfactory standards by the time that they leave the school
- ensuring that the National Curriculum orders for ICT teaching are complied with
- establishing staff training needs and providing opportunities for these to be met
- providing greater access for pupils to use ICT to support their learning in all subjects
- increasing the provision of computers in classrooms
- monitoring teachers' planning to ensure that regular ICT experiences are being provided;

Improve pupils' attendance by: (*paragraphs 16, 17 and 40*)

- applying rigorously the procedures currently in place to monitor absence
- introducing processes by which good attendance is recognised and celebrated
- requiring from parents notification of reasons for their children's absence
- instigating first day contact with the parents of pupils whose attendance is a cause of concern and more immediate contact with other absentees than is currently the case
- making clear to parents the requirements of the school and the law;

Increase the effectiveness with which governors fulfil their role by: (*paragraphs 29, 39 and 53-55*)

- ensuring that all required policies, including those for sex education and health and safety, are in place
- establishing a cycle through which all policies can be reviewed and updated
- holding committee meetings regularly, with agendas and minutes circulated to all members
- reviewing the terms of reference for and membership of each committee annually
- taking action to remove governors who do not fulfil attendance requirements
- increasing the expertise of governors by establishing a training programme to meet their needs
- ensuring that both the annual governors' report to parents and the school prospectus fulfil requirements
- establishing structures and processes to scrutinise the work of the school and the standards achieved
- developing processes by which governors ensure that all National Curriculum requirements are being fulfilled
- taking a greater role in planning the development of the school
- becoming actively involved in all aspects of financial planning, ensuring that the principles of best value are followed and spending carefully monitored;

Improve standards and the quality of teaching in design and technology by:

- ensuring that tasks and activities provide a challenge for all pupils
- providing training to increase teachers' expertise in all aspects of the subject
- ensuring that all resources available are used effectively;

produce a long-term strategic plan for the development of the school (as was required by the previous inspection report) in consultation between school staff, governors and other interested parties. (paragraphs 53 and 55)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

60. Improve standards and the quality of teaching in design and technology.

THE PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

61. The provision for pupils with English as an additional language is very good and is one of the major strengths of the school. In view of the high mobility rate and the high number of refugee pupils admitted, arrangements for meeting the needs of these pupils are managed with great care and attention to detail. This results in these pupils quickly integrating into the school and making good progress.
62. Pupils with English as an additional language mix well with their peers and are keen to participate fully in activities and school events. They are motivated, keen to learn and enjoy the attention given to them when they are supported in their learning. This was well exemplified in an induction group withdrawn for intensive language focused activities. In this session, the pupils were eager to answer questions, showed high levels of motivation and were confident in sharing information with the inspector. Pupils responded well to the teacher's encouragement and praise and were fully involved as they practised and rehearsed specific sentence patterns based on the story of *The Three Bears*.
63. Admission procedures are effective and appropriately focus on collecting the most useful information about the pupils' backgrounds and their linguistic competencies in English as well as in their other languages. This information is recorded on profiles, which identify, apart from pertinent background information, levels of competence in speaking and listening, reading and writing. On the basis of this assessment, profiles identify appropriate targets which are reviewed at regular intervals. These procedures are effective specifically because they are shared thoroughly with class teachers, initially on admission and at every review stage. Bilingual classroom assistants make a valuable contribution to this process of information gathering and gain a great deal of expertise in the process under the guidance of the senior team leader.
64. The quality of support provided in the majority of lessons is effective and results in the pupils consolidating learning and making good progress. A particular strength in the teaching is the regular evaluation of lessons by the classroom assistants and the sharing of this information with mainstream teachers. There are some instances where no specific staff support is available. On these occasions the pupils' needs are not consistently and explicitly tackled, particularly the range of methods used to support pupils in coping with the language demands of the subject and the opportunities afforded for developing their language in context.

65. The school has invested considerable time and effort in involving parents in their children's learning, especially those who find it difficult to get involved. The senior team leader has made valuable contacts in the community to tackle these issues. The school provides opportunities for parents wishing to learn English, and classroom assistants contribute to links with parents through the use of translation and interpreting. Opportunities are also offered to parents who need to discuss issues in their first language.

66. The deployment of the Ethnic Minority Achievement Grant (EMAG), which is fully delegated to the school, is effectively targeted to increase specialist staffing. The provision is well led and managed and has had a major influence on shaping and influencing policy and practice. The multilingual skills of teachers and the classroom assistants act as a positive role model for pupils. The school has identified appropriate priorities for development with a clear focus on improving standards, for instance in identifying the need for more support in numeracy lessons. The demands of the literacy hour for pupils admitted in Key Stage 2 and needing basic skills development is inappropriate and needs to be adapted. Although staff development has been identified and provided for all staff, not sufficient emphasis has been given to how mainstream teachers might plan more systematically to meet individual and group needs when specialist support is not available.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	122
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1.6	24.6	37.8	30.3	5.7	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	52	688.5
Number of full-time pupils eligible for free school meals		223

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register	14	176

English as an additional language	No of pupils
Number of pupils with English as an additional language	555

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	164
Pupils who left the school other than at the usual time of leaving	91

Attendance

Authorised absence	%
School data	4.5
National comparative data	5.2

Unauthorised absence	%
School data	5.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	43	39	82

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	34	35
	Girls	26	34	28
	Total	57	68	63
Percentage of pupils at NC level 2 or above	School	70 (61)	83 (70)	77 (66)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	36	36
	Girls	28	27	32
	Total	60	63	68
Percentage of pupils at NC level 2 or above	School	73 (60)	77 (57)	83 (49)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	41	43	84

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	24	28
	Girls	29	23	32
	Total	55	47	60
Percentage of pupils at NC level 4 or above	School	64 (66)	55 (63)	69 (63)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	n/a (66)	n/a (63)	n/a (63)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	27
Black – African heritage	76
Black – other	38
Indian	191
Pakistani	239
Bangladeshi	52
Chinese	5
White	86
Any other minority ethnic group	29

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	1	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	31
Number of pupils per qualified teacher	23
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	412.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	1307997
Total expenditure	1365274
Expenditure per pupil	1984
Balance brought forward from previous year	83527
Balance carried forward to next year	26250

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	688
Number of questionnaires returned	155

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	46	45	6	1	1
Behaviour in the school is good.	44	36	10	2	8
My child gets the right amount of work to do at home.	41	33	13	7	6
The teaching is good.	49	42	6	1	3
I am kept well informed about how my child is getting on.	46	37	14	3	1
I would feel comfortable about approaching the school with questions or a problem.	48	37	5	6	5
The school expects my child to work hard and achieve his or her best.	53	38	5	1	3
The school works closely with parents.	37	43	12	4	5
The school is well led and managed.	39	44	5	5	6
The school is helping my child become mature and responsible.	39	45	7	3	6
The school provides an interesting range of activities outside lessons.	32	42	14	7	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

67. The school has a 104 place, part-time Nursery catering for 3 and 4-year-olds. Children are admitted to the Reception classes twice in a year. At the time of inspection, most children in the Reception classes were under five. The Nursery is staffed by two teachers and two Nursery Nurses. Classroom assistance is also provided in the three Reception classes in both indoor and outdoor activities. The staff work effectively as a team and support one another.
68. Most children's attainment on entry to the Nursery is very low in all areas of learning. It is particularly poor in language and communication. Many children have English as an additional language and speak little or no English at all. All children receive very good support to enable them to achieve well and make good gains in all areas of learning. In spite of this, overall attainment by the end of the Foundation Stage is still well below the national expectations. Most children achieve best in the areas of creative, physical, and their personal, social and emotional development. They attain many of the standards expected by the end of the Foundation Stage. However, most children do not reach the expected standards in the areas of communication, language and literacy, mathematics and knowledge and understanding of the world. Children with special educational needs receive very good support to enhance their progress in both the Nursery and the Reception classes. The children learning English as an additional language do equally well and make good progress throughout the Foundation Stage.
69. The overall quality of teaching is good in all areas of learning in both the Nursery and Reception classes. Teachers provide stimulating experiences that are relevant, imaginative and enjoyable such as creative work including collage, painting and making biscuits. Planning broadly reflects all areas of learning and is appropriately linked to the advancement of children's skills, knowledge and understanding. The teachers' expectations of work and behaviour are appropriate and the tasks suitably match children's level of functioning and skills. In Reception, the learning is extended to embrace and link with the work children will encounter in Key Stage 1, particularly in the use of the literacy and numeracy strategies. Nursery and Reception teachers plan effectively with clear reference to what children will learn, systematically linking learning objectives to all the areas of learning. In addition to the assessments taking place on entry to Reception, there are consistent procedures for assessing children on a daily basis. All assessments of progress support the planning of work to meet children's specific learning needs. Homework in the form of borrowing books is used particularly well to enhance children's progress in Reception.

Personal, social and emotional development

70. Most children quickly settle into the Nursery and feel both happy and secure. By the time they leave Reception, most children are reaching the national expectations in this area. This shows good achievement and reflects the skilful teaching of the staff. Some simple classroom rules are shared with all. Children make good progress as they learn to co-operate, share and take turns. They are constantly encouraged to feel confident about what they can achieve in a variety of learning situations such as sharing refreshments daily and taking turns in a familiar set up. At the start of the day in the Nursery, children sit in a circle, learn each other's names, shaking hands and joyfully sing the 'Hello' song. Children are encouraged to concentrate and listen quietly. A very good example was observed in a Reception class where children sat in a circle and shared their past experiences of Eid and Christmas. They listened to others and awaited their turn to describe own wishes and hopes for this year. They showed increasing confidence, self-esteem and developing understanding of a culture other than their own. Children are taught the difference between right and wrong and guided to behave sensibly at all times. They show consideration and respect for property and each other. All staff act as good role models for children and explain clearly what is expected of them. Children are helped to form good relationships with others. Most children are attentive and eager to learn, and enjoy sharing their work with any available adult. They participate enthusiastically in all activities. Children are purposefully occupied and skilfully managed. The staff sensitively support and extend children's play and responses.

Communication, language and literacy

71. The teaching of language skills is good. Staff working with children plan well to develop talk and new vocabulary. They constantly encourage the children to talk about what they are doing, for example, in role-play in the home corner or when working with playdough. There are suitable opportunities for the children to listen and respond to stories, songs and rhymes in the Nursery. Children in Reception start to link sounds with letters through language games. They systematically learn and consolidate new sounds through daily practice. Reception children begin to talk interestingly about their experiences and develop new vocabulary, but their communication skills are still weak. While some children willingly talk about the aspects of their work, many find speaking clearly and in full sentences quite difficult. Some children in Reception are gaining satisfactory control in developing early writing skills. Most children draw and paint with increasing control and a few write their name unaided. The introduction of elements of the literacy strategy is having a beneficial effect on the development of their language skills. The children develop new vocabulary as they discuss pictures in the storybooks. Adults use artefacts and story props effectively to enhance the children's love for books. Children enjoy stories and poems, listening attentively and joining in with great interest.

Mathematical development

72. Children's mathematical development is very low when they join the Nursery. They start to learn to say and use numbers, for example in number rhymes and songs, such as *Ten Green Bottles* or *Five Christmas Puddings* and start to count numbers to ten. In Reception, they learn to sequence the numbers 1 to 5. They use numbers as labels for counting and most count reliably from one to ten. Most children are unlikely to achieve the nationally expected levels in mathematics by the end of the Foundation Stage; however, they make good progress in lessons and over time. They are effectively supported to match, sort and count everyday objects. In the mental sessions, children are effectively supported to count forwards and backwards from 10 and understand one less or one more. Although able to count to ten and beyond, most do not yet recognise the number symbols. Opportunities for practical activities are well planned. A few children recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water. For example, children in one lesson used weighing scales and parcels of different weights from Santa's sack of presents to identify 'heavy' and 'light'. A few children describe objects by position, shape, size, colour and quantity. Children enjoy working with large and small construction equipment. By the end of the Reception year most children demonstrate limited knowledge and understanding of how to solve simple problems involving addition and subtraction. Adult involvement in children's activities is good.

Knowledge and understanding of the world

73. Good teaching in the Nursery and Reception gives children many suitable opportunities to develop their knowledge and understanding of the world, for example, learning about families in the home corner. Children investigate the properties of objects, observing how they look and feel. They work with sand and water. They compare properties such as hardness and softness and make good use of their senses to identify and name different smells. Children are encouraged to look closely at objects and compare similarities and differences. Children develop a sense of time as they talk about the past and the future, for example, talking about what they did at the weekend. Most children enter Reception with limited general knowledge. Adults support the children's understanding and encourage their learning of different parts of the body and how children have grown since they were babies. They use paint and mix different colours, but most do not yet name basic colours correctly. Regular opportunities to cook promote children's learning about how ingredients change when mixed, for example, when making Christmas biscuits. They have opportunities to build with construction materials, but they have not sufficiently developed skills in asking questions to find out how things work. Most children develop computer skills expected for their age. They show increasing control in the use of the mouse, to move items on the screen. There is effective adult intervention in activities and encouragement given to children to explore new ideas.

Physical development

74. Many children are on course to meet the expectations of their physical development. The outdoor provision is satisfactory for both the Nursery and Reception classes. There is a suitable range of large and small outdoor resources such as, bikes and scooters, a tree house and a climbing frame. The outdoor area is suitably outlined with safety surface, but is rather limited for space to accommodate more than a class at a time. In the main school hall, children learn to be aware of space and develop co-ordination and control in movement. Nursery children can follow simple instructions but have difficulty in following more complex and longer instructions. In their use of construction toys a significant number of pupils demonstrate reasonable hand and eye co-ordination. They are developing confidence in the use of different tools such as scissors and brushes and joining materials such as glue and string. Teachers provide calm and sensitive support and show good understanding of how young children learn. In a lesson observed, the Reception children were well stimulated to mimic the actions of moving toys coming out of Santa's toy sack.

Creative development

75. Most children are on course to meet the national expectations by the end of the Foundation Stage in their creative development. They experiment with paint and use their observations and imagination to create pleasing results. They are given many opportunities to explore colour and texture, and work with a range of materials. Some examples of collage work related to Christmas festivities are particularly good. In music lessons, children sing and clap nursery rhymes. They learn to name and use different percussion instruments and copy rhythms to combine sounds such as clapping, tapping and clicking. Support staff work closely with teachers and make positive contributions to children's learning. They ask relevant questions to extend their vocabulary. For example, when making a collage using a range of media, pupils are encouraged to talk, clarify ideas and enhance their learning of positional language.

ENGLISH

76. National Curriculum test results in English have improved at both key stages since the previous inspection, but were still well below average in 2000. Although reading and writing results improved at Key Stage 1 from 1999, English results at Key Stage 2 declined. Writing results at Key Stage 1 were close to the average of similar schools, while reading results were below this average. English results at Key Stage 2 were similar to those in mathematics and science when compared nationally but were below the average of similar schools.
77. Current standards in English are well below national expectations by the end of Key Stage 1, and are below national expectations by the end of Key Stage 2. The position at Key Stage 2 represents an improvement over the most recent test results, partly because more systematic teaching during the literacy hour is enabling a greater proportion of the pupils to work at the expected level for their age. Although a few pupils in each key stage achieve above expected levels, the attainment of the majority is below expectations for their age. When considering these judgements it is very important to recognise that the majority of pupils enter the school with limited or no English. In addition there is a very high level of pupil mobility, so that approximately three-quarters of the current Year 6 pupils were not on the school roll at the beginning of Key Stage 1, and many joined the school at some time during Key Stage 2. In spite of this many pupils make good and often very good progress. This is as a consequence of the good teaching, the high quality of support provided and the emphasis that is placed on developing the pupils' speaking and listening skills throughout the school.
78. The National Literacy Strategy was adopted later than in most schools. All teachers now have a secure knowledge of the strategy. Their lesson plans and the structure of lessons conform to those recommended; however, as a result of its late adoption, the adaptation of the programme of study to the particular needs of the school has only recently begun. Some significant changes have been made to the literacy lesson format during the current school year to provide more opportunities for reading and guided writing. Although these changes are effective, there remains a need for much greater flexibility in applying the literacy strategy to the particular needs of the pupils in the school. The national expectations for each year group are not always appropriate for pupils who may have only entered the country a few weeks before, having not spoken English

- prior to their arrival.
79. Pupils are encouraged to talk and put forward their ideas during lessons. Most pupils listen well to others, and this ability to listen carefully to their teacher and peers has a significant effect on their progress. A minority of pupils in Key Stage 1 can recall and describe in detail their experiences and explain what they are doing. Most understand the importance of taking turns to make spoken contributions, although the pupils' speaking skills in English are well below expectations. In Key Stage 2, although a small minority of pupils demonstrate good speaking and listening skills, overall, pupils' skills are below expectations for their age.
 80. At the end of Key Stage 2, some higher-attaining pupils read well and are beginning to read accurately and with expression. They talk about the characters in the stories that they have read, predict outcomes and discuss their favourite stories and authors; however, overall attainment in reading is below expectations. Given the limitations of the pupils' skills on entry to the school, this demonstrates at least good progress for most pupils. Pupils read a variety of texts appropriate for their age and ability and show a developing enthusiasm for books as they move through the school. Most pupils acquire a love of books and develop a range of strategies and skills to enable them to tackle new words and understand text. In Key Stage 1, pupils take their reading scheme book home each night. Reading record books record pupils' progress effectively and serve as a useful home-school link; however, this system is not systematically used in Key Stage 2, where the regularity of taking books home varies from class to class.
 81. Although the writing of the majority of pupils in Key Stage 1 shows a developing understanding of sentence structure, the range of vocabulary and ability to spell words correctly is below expectations. By the end of Key Stage 2, attainment in writing is below national expectations. Year 4 pupils learning to write instructions for a card made a good attempt to do so, but although the writing of approximately half of the pupils demonstrated understanding, their writing lacked clarity. Pupils in a Year 5 lesson studying the poem *The Snowflake* made very good progress in the lesson as a result of the very good support from three experienced teachers. In Year 6, pupils identifying and understanding features of non-chronological reports understood that a verb is "a doing word" and developed their understanding of formal and informal language. Although most pupils made good progress during the lesson, they needed a high level of support to understand the task.
 82. After following the National Literacy Strategy closely for one year, the school has decided that writing has been neglected. Changes have been made during the current school year to overcome this problem, with additional weekly writing lessons added to the timetable. Examples of extended writing, a small minority of a good standard, and examples of pupils' writing for a variety of purposes and to support work in other subjects were on display in classrooms and around the school.
 83. Standards of handwriting are often above expectations, and the pupils' presentation of their work is frequently good. Pupils throughout the school regularly practise forming their letters. Most are able to form their letters correctly and the majority of pupils have developed a neat, cursive style of writing by the end of Key Stage 2. Standards of spelling vary considerably. Although spelling is often satisfactory, spelling in independent writing is below expectations at the end of both key stages. Provision for developing spelling strategies is good. The pupils in Key Stage 1 learn spellings taken from the word list in the literacy strategy, and vocabulary taken from class or group books is closely studied in literacy lessons.
 84. Teaching in Key Stage 1 is good overall and satisfactory overall in Key Stage 2. Teaching in a small number of lessons at both key stages was judged to be very good. In these lessons, teachers had a very good rapport with their pupils, used questioning very skilfully to guide and assess learning and to develop the pupils' speaking and listening skills, moved the lesson along at a very good pace and supported the pupils very well. Where teaching was judged to be unsatisfactory, this was because the teacher failed to provide tasks appropriate to the age or language development of the bulk of the pupils in the class and failed to explain what was expected clearly. This led to considerable confusion and restlessness. The marking of pupils' work in the best instances offers the pupils encouragement to improve their work. Pupils with special educational needs have detailed individual education plans, which are followed closely, and they make good progress in English as a result of well-focused support and well-targeted group activities in literacy lessons.

85. There are subject co-ordinators for each of the key stages. They work well together and have made good progress in developing English within the school; however, although the Key Stage 1 co-ordinator has had opportunities to monitor the teaching of literacy, the Key Stage 2 co-ordinator has not yet had sufficient opportunities to do so. Each classroom has a shelf or box of books and a range of fiction books, which are changed on a termly basis; however, the school library, which has recently been moved to an outbuilding, is inaccessible and currently unsatisfactory as a school library resource. It is difficult for classes of pupils to visit the library and impossible for them to do so individually for research purposes.

MATHEMATICS

86. Results in the 2000 national tests in mathematics for pupils at Key Stage 1 were well below both the national average and results in similar schools. These results showed a considerable improvement after a sharp decline in 1999, and were also considerably better than those at the time of the previous inspection. The pupils' results in the tests at the end of Key Stage 2 were well below the national average and in line with results in similar schools. These results were similar to those in 1999 and were higher than at the previous inspection, although the school's targets were not achieved. Results in mathematics at Key Stage 2 were similar to those in English and science.
87. The inspection findings are that the national test results do not fully reflect pupils' achievements. Standards are rising at both key stages and are judged to be below, not well below, average at both key stages, as a result of good teaching. Standards are affected by several factors. Pupils with English as an additional language, who form a very high proportion of the school's roll, have to develop English language skills while dealing with new mathematical ideas and skills at the same time. Although the school gives very good support to them, it is very difficult to provide them with sufficient time to learn, practise, and consolidate. Consequently, they find it hard to retain their understanding. The pupils' progress is also affected when they move in and out of different schools; some poor attendance and long holidays taken during the term worsen this effect.
88. By the end of Key Stage 1, most pupils work with numbers above 100. They measure accurately to the nearest centimetre and can estimate and measure the contents of containers to the nearest half litre. They confidently handle problems as well as sums involving adding and subtracting tens and units. Higher-attaining pupils go further and work with hundreds, tens and units. All pupils recognise and name the properties of two and three-dimensional shapes. By the end of Key Stage 2, most pupils handle long multiplication and add and subtract decimals. They understand the equivalence of fractions, decimals and percentages and can use ratio and proportion. Pupils make shapes using coordinates in four quadrants and can accurately construct angles. Higher-attaining pupils carry out more advanced long multiplication and division. They can identify different triangles by name and confidently work out their angles. Overall, most pupils achieve well by making good progress.
89. The quality of teaching is good at both key stages, with less than five per cent of lessons unsatisfactory and over half good or better. This is reflected in the pupils' learning, which is almost always satisfactory or better throughout the school. Most teachers stimulate the pupils' interest when a variety of activities are used in lesson introductions. For example, most pupils respond enthusiastically to lively sessions of mental calculations at the beginning of lessons. In a Year 1 class, a lively song helped to establish the sequence of the days of the week, while in a Year 2 class pupils enjoyed counting backwards and forwards in tens. Good teaching occurs where questions are carefully targeted. During class activities, most teachers manage to combine direct teaching of one group with supporting or extending the others. In one Year 6 lesson involving rounding up and the use of calculators, for example, the teacher probed what pupils in the class were doing so that they did not perpetuate their mistakes, while continuing to teach a specific group. The final part of the lesson is used well to consolidate learning. Teachers capitalise on the pupils' natural inclination to co-operate with each other. Another main strength in teaching is that lessons have very clear objectives and cater very well for pupils with special educational needs or with English as an additional language. Classroom assistants provide very good support for these pupils. Finally, teachers constantly assess the pupils' work in lessons and mark it regularly in a way that helps the pupils to be aware of how well they have done and how they can improve. One weakness is that a lack of opportunity to carry out investigations

prevents pupils from learning how to use and apply their mathematical skills.

90. The major improvement since the last inspection has been in standards. The school needs to continue to build on this success because they are still below average. All aspects of teaching, learning, and attitudes have improved at Key Stage 1 from being mostly unsatisfactory. A further improvement has been in the establishment of the regular observation of teaching and the steps taken to develop its quality. There are two main points for development that would improve pupils' learning. A more consistent challenge is required for higher-attaining pupils, including undertaking open-ended investigations, if they are to have the maximum benefit from the introduction of the daily mathematics lesson. Furthermore, teachers do not take advantage of the wide variety of computer software that is available to extend pupils' means of communicating what they find out.

SCIENCE

91. Teacher assessments in science for the pupils at the end of Key Stage 1 in 2000 were well below the national average. This was an improvement from 1999 when pupils' results were very low in comparison with the national average. Results in the 2000 National Curriculum tests at the end of Key Stage 2 were well below the national average and close to the average of similar schools. These results were an improvement over those in 1999 and were above those at the time of the last inspection. The findings of the inspection confirm that standards are improving at both key stages but remain below the national average. Pupils make very good progress as a result of some very good teaching and a high level of classroom support, but they find difficulty in applying their knowledge when faced with unfamiliar questions which have to be answered in a given time. Standards are below average because attainment on entry is well below the national average, and for a significant majority of pupils the mobility rate is high.
92. Year 1 pupils develop their understanding of the forces that can make objects move as they test windmills that they have made. Pupils in Year 2 design a device to make a Christmas tree (Christmas) or moon (Eid) light up. They extend their ideas as they discuss how to do this with their science partner and explain their reasoning. At the end of the lesson, they demonstrate that they have successfully designed a circuit and can explain how it works. They know why it is important to have no breaks in the circuit. They develop their knowledge by adding a switch to the circuit and use appropriate vocabulary.
93. Pupils in Year 3 increase their knowledge and understanding of the types and functions of human teeth. They identify incisors, molars and canines and use words such as cutting, chewing, and biting to explain their functions. Pupils in Year 4 learn what soluble and insoluble means and predict, in groups, whether various materials are soluble or insoluble. They understand how to carry out a fair test and record their results in tabular form. Pupils in Year 5 know that seeds can be dispersed in a variety of ways. They make careful observations of fruits and seeds and use the results to draw conclusions. They identify the factors that affect germination having previously set up an experiment where they predicted what would happen, drew conclusions from the evidence and recorded it scientifically. Pupils in Year 6 distinguish between scientific explanation and fact. They carry out an experiment to discover how flat, folded and screwed up paper falls to the ground. They make accurate explanations about the effect of gravity, taking into account the surface area of the paper.
94. The quality of teaching is very good at both key stages. Teachers promote the development of scientific skills well. Their planning is very good and they expect high standards of effort, accuracy and presentation. As a result, most pupils maintain interest and concentration and work at a very good pace. Lessons are linked to previous learning, the ideas and experiences of pupils are drawn upon, a variety of activities and questioning techniques are used and instructions and explanations are clear and specific; consequently, pupils' acquisition of knowledge, understanding and skills is very good. The provision for pupils with special educational needs and those for whom English is an additional language is very good and they usually make progress which is at least good. The pupils' understanding is assessed throughout the lesson and mistakes and misconceptions are used constructively to extend learning. Teaching contributes well to pupils' competence in literacy, through the emphasis on factual reporting, discussion and the use of scientific vocabulary. It also contributes well to pupils' mathematical development through the emphasis on accurate measurement and the recording of information in the form of tables and graphs. Science teaching has yet to make adequate use of ICT for research and

recording purposes. More use could be made of homework to consolidate and extend work within the lesson.

95. The action taken to meet the school's targets has been good. There is a shared commitment to improvement and a strong capacity to succeed. Teaching has been monitored in all year groups and staff provided with valuable feedback. The priorities for improving standards in science, including the raising of the profile of the subject, the development of pupil tracking, the setting of targets and the use of ICT to promote learning, are entirely appropriate.

ART

96. Standards in art at the end of both key stages are broadly in line with what is expected nationally. By the end of Key Stage 1, most pupils can mix colours and attempt observational drawings, for example, of plants. They can use a variety of collage materials and can model trees and garden scenes in three dimensions, using paper and card. By the end of Key Stage 2, pupils can use a range of media including pastels, watercolour and poster paints, and a range of printing and modelling techniques. They have some familiarity with the work of famous artists and with different styles, although their recall of facts is insecure. The oldest pupils respond well to paintings by famous artists and comment sensibly, with interest, and with good observation, about the styles and techniques used. Pupils have experimented in their own work with different styles and have responded well, as in the surrealist self-portraits done by Year 6 pupils. Pupils are generally enthusiastic about art throughout the school and so they behave very well in art lessons. Their achievement is satisfactory and art gives opportunities for all pupils to succeed, including those who are in the early stages of learning English and those who have special educational needs.
97. Teaching in art is satisfactory overall but there are examples of good teaching and some unsatisfactory teaching at both key stages. Subject knowledge is generally satisfactory but not all teachers have sufficient specialist knowledge to ensure that the pupils get the best out of their experiences. For example, pupils using a material called "pressprint" were not helped to see how different kinds of marks on the material could have different results. Occasionally a teacher's management of pupils is inappropriate, treating art as if it were a treat rather than an entitlement within the curriculum. At other times, while pupils enjoy the lessons, there is insufficient focus on their acquiring skills and knowledge. In lessons where the best practice is seen there is very careful preparation of the task and pupils are asked to state how they will continue with the next steps. As a result, they build on their knowledge and skills, pay close attention to instructions and demonstrate patience and perseverance. An example of this is the lesson in which Year 2 pupils make stained-glass windows, choosing from a variety of different kinds of paper. Teachers make very good use of art to support other areas of the curriculum, and many examples can be seen around the school of links to history, religious education, science, English, and other subjects. There is a very good multicultural focus in art.
98. The lack of an art policy or monitoring by a specialist has meant that the subject has not been given a high priority. Whole school topics, such as self-portraits and patterns, demonstrate that pupils make sound progress during their time in school and increase their skills and knowledge satisfactorily. The scheme of work ensures that non-specialists have guidance as to what activities should be undertaken. While teachers make evaluations during the lessons of how well pupils have met the lesson objectives, assessment, which would ensure pupils' steady progression in skills and knowledge, is not in place and this should now be developed

DESIGN AND TECHNOLOGY

99. Standards in design and technology are below expectations at the end of both key stages. Pupils do not achieve their potential and make unsatisfactory progress, whatever their ability. They have shown that they are capable of satisfactory designing and making. Pupils in Year 2, for example, make simple hand puppets that involve stitching and sticking. They go through the important processes of planning and discussing what they need to remember if they are to produce a satisfying product. A few pupils in Year 5 make well-designed pianos using lollipop sticks. Others in Year 6 look at manufactured slippers before designing and making their own. Some pupils are capable of evaluating their designs and having ideas for improvements; however,

most of the tasks that the pupils complete are too simple and do not challenge them. In spite of this, pupils enjoy the lessons and behave very well.

100. The quality of teaching is unsatisfactory. No lessons were seen at Key Stage 1, therefore no judgement is possible; however, the level of work observed in products suggests low expectations. This continues into the next stage, where a good collection of high quality resources is under-used. Teachers are not sufficiently confident to plan the development of important skills and capabilities. Consequently, Year 2 pupils do not appreciate what can realistically be done with different materials. They are not in the habit of drawing and describing what they are trying to achieve. Pupils do not select tools for themselves or use them with expertise. The range of ways they use to join materials is very limited, and they do not appreciate what represents quality in a product. This lack of knowledge and skills continues into the next stage of their primary schooling. Here their ability to generate ideas, rather than working to instructions, is poor. They rarely record step by step plans or practise making really accurate measurements. Pupils are content with low quality products because they are not taught to evaluate them against high expectations of themselves.
101. Standards have declined since the previous inspection, where they were mainly satisfactory, but where there were some examples of good work. An action plan has been prepared that needs the commitment of the staff and the support of the school to achieve. Teaching is monitored, but the information gained is not used to develop its quality. The subject needs to be reconsidered as a priority for school development and a clear plan of action should be constructed as part of the maintenance of a broad and balanced curriculum.

GEOGRAPHY

102. Attainment at the end of both key stages is satisfactory as it was at the previous inspection. All pupils, including those with special educational needs and those for whom English is an additional language, achieve well.
103. Most pupils make good progress in Years 1 and 2 and, by the end of Key Stage 1, they have a sound knowledge of the features of the school, the local environment and the natural world. They make plans and maps of the school and their route to school, and study the daily weather and learn about weather in other parts of the world. They visit a farm and compare and contrast the locality with Ilford. Each class has its own plot in the school garden where they plant bulbs and seeds and watch them grow; they make links with the requirements for growth and the prevailing weather conditions. They learn to follow directions and use positional language when exploring their surroundings. With a partner, they examine photographs of contrasting parts of the school and identify similarities and differences. Through an ongoing theme, they become aware that the world extends beyond their own locality, through holidays, news and family life.
104. Pupils in Year 3 have a sound knowledge of settlements and different types of houses and buildings. During the inspection, pupils in Year 4 discussed how freak weather, such as the recent floods in Britain, affects human life and extend their knowledge through a consideration of the parts of the world that are most at risk. They develop their mapping skills as they look through the atlas and learn to use symbols to represent their findings. They refer to the globe to explain and reason why there are more hurricanes, cyclones and typhoons in certain countries. They develop their understanding of places, identifying similarities and differences in location, climate, seasons, weather patterns and way of life. They collate and record their evidence, gained from a visit to Flatford and secondary evidence. During the year, pupils in Year 6 learn about rivers, through visiting the Suntrap Activities Centre, where they carry out a river study and participate in orienteering activities. They study pollution and consider how to preserve our environment.
105. The quality of teaching is good, overall. Teachers effectively promote the development of geographical skills as well as the skills of literacy and numeracy and the use and interpretation of charts and graphs. Their planning is good and they expect good standards of work and behaviour. As a result, pupils maintain concentration, apply a good level of intellectual effort to their work and work at a good pace. Teaching methods are good; lessons are linked to previous learning, the ideas of pupils and their knowledge of other countries are drawn upon, a variety of activities are used and explanations are clear; consequently, pupils' acquisition of skills, knowledge and

understanding is good. Objectives are made clear and pupils understand what is expected of them. Pupils are encouraged to assess whether, or not, they have achieved the objectives. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress. More use could be made of homework, particularly research, to extend pupils' knowledge and understanding.

106. The action taken to meet the school's targets for geography has been good. There is a shared commitment to improvement and a good capacity to succeed. The monitoring, evaluation and development of teaching in geography are good. The priorities for development in geography such as the raising of attainment, the development of geographical skills and the use of ICT to promote learning, are entirely appropriate.

HISTORY

107. The pupils' attainment is in line with what is expected at the end of both key stages. Overall, standards have been maintained since the previous inspection.
108. At the end of Key Stage 1, pupils demonstrate a satisfactory knowledge and understanding of some of the key events of the Great Fire of London. They write a newspaper report and show a grasp of presenting information and using appropriate illustrations. They explain when specific events took place, why and how the fire spread, using references like pictures, posters and information presented by the teacher.
109. Pupils in Year 3 studying invaders and settlers, demonstrated knowledge and understanding of the work of archaeologists and the significance of artefacts as sources of evidence. As they play the role of archaeologists, using a sand pit as a mock site, pupils develop their understanding of how information about the past is gleaned, which type of artefacts survive best and the patience needed in establishing evidence. Pupils at the end of Key Stage 2 demonstrate an understanding of the changes in the local area and a grasp of the merits of primary and secondary sources of evidence. Pupils, including those with special educational needs, achieve appropriately at Key Stage 1 and make good progress at Key Stage 2. This is reflected in both their increasing use of historical evidence to record their findings and the quality of their written work.
110. The quality of teaching is good and occasionally very good. In the best teaching, good use is made of resources to enhance pupils' understanding; for instance, in one Year 2 lesson the teacher used a recording of lower-attaining pupils' work on the Great Fire of London as evidence of their knowledge and understanding for others to listen to. This recording was an effective way of capturing and developing the pupils' speaking and listening in a purposeful way and a good method to cater for the needs of pupils with English as an additional language. Effective questioning and interventions are used to stimulate pupils' thinking and consolidate their understanding. The pupils are keen to answer questions and find out information and demonstrate their knowledge and understanding. Plenary sessions are used to revisit objectives, with inventive methods used to motivate pupils, for instance as in the example quoted above where the teacher divided the class into two groups and used a series of questions as a quiz to check that key ideas and aspects have been grasped. Where there are weaknesses, these are linked to the lack of match of work to pupils with English as an additional language and where the methods chosen were inappropriate for the lesson objectives. In this instance, the intention of developing pupils' research skills was not fully exploited when the only resource provided consisted of a single text.
111. Priorities for developing the subject have been identified; however, they are not sufficiently focused on raising standards in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. The school has developed, resourced and introduced a new computer suite in the last year, capable of being used by full classes. This is a valuable resource and is enabling the effective development of ICT skills. The introduction of the suite took much longer than had been expected because of long delays in the refurbishment of the room to be used. Computers had also been removed from classrooms in anticipation of the suite coming into use. As a consequence, virtually no teaching of ICT took place during the last academic year. Prior to this the provision for ICT had been limited. The result of all of this is that, although standards at Key Stage 1 are below expectations, they are well below expectations at Key Stage 2. The skills shown by pupils at Key Stage 2 show little advance on those seen at Key Stage 1, and most pupils are insecure and hesitant in their use of computers. Standards are similar to those reported by the previous inspection at Key Stage 1 but considerably worse at Key Stage 2.
113. The pupils' skills at both key stages centre mostly around simple word-processing, the use of art software and the merging of text with graphics. Older pupils are able to access the Internet, although this has been limited by the closure of the borough's service provider. Only the higher-attaining pupils at Key Stage 2 can log-on, load software, retrieve their work, save and print independently of the teacher. Many pupils lack the confidence to investigate the possibilities of the software that they use. Current timetabling arrangements are not providing the extra tuition needed by Year 6 pupils, in particular, so that they can reach satisfactory standards and develop the skills needed on transfer to secondary school. Furthermore, several aspects of the National Curriculum for ICT have not been taught at both key stages.
114. Teaching is satisfactory overall at both key stages. A minority of teachers have a good level of expertise, which they use well to plan interesting activities and to help confidently when pupils experience difficulties in their work. Other staff are less secure in their understanding of the potential to extend the pupils' learning of the computer and the software. Some lessons are too tightly controlled by the teacher, with quicker pupils not being allowed to move on until all of the class have reached the same point in their work. Most pupils are keen to use the computers, although they can become frustrated and lose concentration when they cannot use the software or are not encouraged to investigate by themselves. Some good collaboration was observed, particularly when a confident pupil helped one who was unfamiliar with the computer or the software.
115. In spite of the development of the ICT suite, computer resources are unsatisfactory for a school of this size, and its projected growth. It is not possible for all classes to have timetabled access to the computer room. This has to be restricted to Years 1-6. The time available is suitable for the teaching of ICT skills, but there are insufficient opportunities for pupils to have access to computers to support their learning in other subjects. This restricts the progress that they can make. Further access to computers needs to be provided. Governors should also prepare financial arrangements for the future refurbishment and upgrading of ICT resources and facilities within their budget plans.
116. A heavy demand is being placed on the new ICT suite, with the result that some computers were not working and some software was not accessible during the inspection. This understanding results in some frustration among both teachers and pupils when lessons are not able to take place as planned. Responsibility for managing the network lies with the ICT co-ordinator. This is an unrealistic demand to place on a full-time classroom teacher and limits the use that can be made of the resource outside lesson time. The school needs to consider ways in which technical support can be provided so that the suite can operate to its full potential.
117. There has been little monitoring of ICT provision or formal observation of ICT teaching since the introduction of the computer suite. This, and other shortcomings in teacher expertise, is leading to a considerable variation in the quality of teaching. Staff training priorities need to be carefully identified so that New Opportunities Fund training can be effectively targeted.

MUSIC

118. Standards in music are broadly in line with national expectations throughout the school. This represents an improvement since the previous inspection, when standards were below national expectations. Pupils achieve satisfactorily throughout the school and, because of the practical activities offered, pupils with English as an additional language and pupils who have special educational needs make good progress. Pupils in Year 2 can select percussion instruments to accompany a Christmas song, perform with them and evaluate the effect. They know the names of many of the instruments they use, handle them well and are developing their musical vocabulary. No lessons could be observed during the week in Year 6, but pupils in Year 5 are able to sing with good pitch and rhythm and succeed in singing two part arrangements. They are able to listen critically to their own singing and that of their classmates and have some knowledge of musical notation. Tape-recorded work and written work by pupils in Year 6 indicates that they are able to compose and perform short pieces to express different moods, using rhythms and instruments appropriately; and respond to music by saying how it makes them feel.
119. The teaching of music is satisfactory or better at both key stages. The teachers' subject knowledge is variable and there is generally a shortage of specialist expertise, partly compensated for by considerable enthusiasm from many teachers. In the most successful lessons, teachers take learning objectives from the scheme of work and adapt the lesson activity using their own knowledge and skills. This makes lessons more interesting for the pupils and they learn more quickly and more securely because of the teacher's good subject knowledge. Teachers promote good, critical listening skills and a good knowledge of instruments. Where teaching is less effective there is an over-reliance on the published scheme of work, with little being added by the teacher to the tape-recorded lesson and the accompanying song sheets. There is good use of music from the different cultures which make up the population of the school. Teachers evaluate pupils' work well against lesson objectives, but assessment is not yet in place to ensure progress against the standards set at each stage by the National Curriculum.
120. Music plays an important part in the life of the school and there are satisfactory additional opportunities for pupils to increase their knowledge and skills in music. Tuition in recorder, violin, guitar and piano is available. There is a school choir, which meets after school. Pupils have opportunities to hear live music in school and out, through visits from string, brass and guitar ensembles and participation in concerts – such as the record breaking mass recorder playing in the Royal Albert Hall. Music played in assemblies is well chosen and varied, taking its theme from different cultures and celebrations, although the taped music accompanying singing in many assemblies is too loud to promote good listening and singing. Music contributes well to many other subject areas and good examples of this are seen in pupils' drawings and paintings in response to music, throughout the school.
121. Schemes of work are in place throughout the school, with plans to evaluate these when they have been in use for a year. This represents a satisfactory improvement since the previous inspection. There is now a need for sharing specialist expertise in music through monitoring and demonstrating lessons, and putting in place a system of assessment which will ensure that pupils build steadily on their skills and knowledge from year to year.

PHYSICAL EDUCATION

122. Pupils' attainment at the end of both key stages is in line with what is expected. Overall, standards have been maintained since the previous inspection.
123. At the end of Key Stage 1, the pupils practise and refine under and over-arm throwing techniques and develop good control and co-ordination. They observe each other's performance in pairs; however, some lack the language needed to describe what they are doing. At the end of Key Stage 2, in games, pupils develop and apply defending and marking skills. They practise taking defending and attacking positions, developing tactics of avoidance and showing good control and accuracy in passing and receiving the ball. Pupils' achievement is satisfactory overall. Where it is better, this is due to good subject knowledge, the careful planning focused on specific skills and effective interventions to evaluate and improve pupils' performance.
124. The quality of teaching is satisfactory overall and occasionally good or very good. Where teaching is good or very good, clear objectives are identified and used to evaluate the pupils'

achievement. Teachers brief pupils about the skills to be practised and use effective demonstrations and interventions to enable them to improve their performance. Pupils are motivated, keen to participate in lessons and understand the importance of listening and following instructions, especially those related to safety. They work well individually, with a partner and in groups. The teachers use time and pace effectively when pupils are divided in groups to practice activities; however, as in the previous inspection, there are still few opportunities to enable pupils to evaluate their performance.

125. Only a few extra-curricular sporting activities are provided; namely football, a gymnastic club and two ballet clubs for Key Stage 1 and 2. Not many opportunities exist for pupils to take part in competitive games in conjunction with other schools.

RELIGIOUS EDUCATION

126. Attainment at the end of both key stages broadly meets the expectations set out in the locally agreed syllabus for religious education. The above average standards reported in the previous report have not been maintained. When they first start school, the pupils' attainment is well below average. In the early stages the teachers make good use of story telling and discussion, and because of this the pupils begin to develop their own ideas about appropriate personal responses to right and wrong and a basic knowledge of their own and others' religions. Most pupils achieve well and continue to build on this understanding and gains in their knowledge and understanding of Christianity and other major faiths throughout the school.
127. At Key Stage 1, the younger pupils begin by looking at events in their own lives. They learn about the importance of family and special friends. Year 2 pupils know about a few aspects of Christianity. They show a developing understanding of the story of Christmas. Pupils draw on class discussions of the festival of Christmas and make simple comparisons to their own religious festivals, such as Diwali and Eid. They outline similarities and differences thus showing an increasing understanding of special events, people and customs. Pupils learn that the Bible is a special book for Christians and that a church is a special place for prayer.
128. By Year 6, pupils have adequate knowledge of Christianity. They understand that different faith communities worship God in different ways. Pupils' understanding is largely confined to facts about festivals such as Christmas, Harvest, Eid, Diwali or Chanukah. Pupils in Year 3 learn about ceremonies such as the Jewish Barmitzva and think about special moments in their own lives. Year 5 pupils understand the significance of light at Hanukkah, Eid, Diwali and Christmas. Pupils have heard stories from the Bible, but most do not understand the deep meaning of the religious stories. Most pupils show developing knowledge and understanding of their own and other major religions of the world such as Judaism, Hinduism and Islam. By the end of Key Stage 2, most have adequate knowledge of the festivals of other religions, the key people, the places of worship and the holy books. They are able to draw on this knowledge to help them make decisions about own lives and to make sense of what they see around them.
129. The quality of teaching is satisfactory overall. A very good lesson in Year 5 provided stimulation through the use of appropriate artefacts and a very effective discussion to enhance the pupils' understanding of the importance of Christmas. Pupils in this lesson were able to extend their ideas and increase their understanding of how Christmas is celebrated in different countries at different times. They reverently examined Christian artefacts such as the cross and the *Madonna and Child* icon. In the unsatisfactory lesson in Key Stage 2, the teacher's organisation of the lesson was unsuitable and expectations of pupils' work and behaviour too low. In some lessons teachers were concerned with the literacy or personal and social content rather than the religious aspects. Pupils often visit the local places of worship and invite visitors from other religions to enhance their learning in the subject.
130. There is a clear direction for the subject. Some monitoring of teaching and the quality of work in the classrooms has been undertaken, but this has yet to have a significant impact on standards. Improvements are needed in the assessment and recording of pupils' achievement.