

INSPECTION REPORT

WANSTEAD CHURCH SCHOOL

Wanstead, London

LEA area: Redbridge

Unique Reference Number: 102841

Headteacher: Mr. A. Wright

Reporting Inspector: Yvonne Crizzle
Rgl No.1951

Dates of inspection: 9 - 13 October 2000

Inspection number: 224321
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

School category: Voluntary Aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Church Path
Wanstead
London

Postcode: E11 2SS

Telephone number: 0208-989-6001

Fax number: 0208-532-9316

Appropriate authority: The Governing Body

Name of chair of governors: Caroline Ferguson

Date of previous inspection: 22/04/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Yvonne Crizzle (1951)	Registered inspector	English	What sort of school is it? How well are pupils taught? The school's results and pupils' achievements.
Fran Luke (9977)	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Ali Haouas (15023)	Team inspector	Geography History Music	English as an additional language Equal Opportunities
Olivia Hall (23880)	Team inspector	Physical Education Art	Under Fives
Paul Story (30618)	Team inspector	Science Information Technology Design Technology	How well is the school led and managed? Special Educational Needs
Alan Quinn (13067)	Team inspector	Mathematics	How good are curricular and other opportunities offered to pupils?

The inspection contractor was:

Essex County Council – Learning Services
Advisory and Inspection Service
PO Box 47
Chelmsford
Essex
CM2 6WN

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wanstead Church School is a very popular oversubscribed Church of England Voluntary Aided school and is about the same size as other schools for pupils from three to eleven years. Pupils come from the immediate and wider area. There are 189 pupils of compulsory school age, 21 children attend the Reception class and there are 38 children in the Nursery, part time. The majority of the pupils are of white United Kingdom heritage and there are no pupils in the school for whom English is an additional language. The proportion of pupils with special educational needs is below the national average. Pupils' attainment on entry to the school is above the national average, and the proportion of pupils eligible for free school meals is below the national average.

HOW GOOD THE SCHOOL IS

The school's overall effectiveness is satisfactory. Taking account of pupils' good attainment by the end of the Key Stage 2 in relation to their attainment on entry, the satisfactory quality of teaching, leadership and management, the improvement since the previous inspection and the average unit costs, the school provides satisfactory value for money.

What the school does well

- The quality of teaching in the Foundation Stage is good. Basic skills are taught well and the whole curriculum is very good for children in the Foundation Stage.
- Pupils have very good attitudes to school.
- Relationships are very good. Pupils' behaviour is good.
- The quality of financial planning and financial management is very good.

What could be improved

- The monitoring and evaluation of the school's performance and taking effective action by governors, headteacher, key staff including subject co-ordinators.
- Procedures for monitoring, assessing and supporting pupils' academic progress, and the quality and use of day to day assessment.
- The productivity and pace in lessons in Key Stage 1, and better planned opportunities for writing.
- Statutory curriculum not in place for design and technology and information and communication technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved satisfactorily since the previous inspection in 1996. At that time there were four key issues for action and progress on most of these has been satisfactory. Support staff for special educational needs have been deployed to include a wider range of pupils. The increase in the number of computers and the new computer suite has enabled pupils to have greater experience in this work which has led to a rise in standards. The organisation and accommodation for the youngest infant pupils has taken good account of the Foundation Stage. The school has addressed the issue of non-contact time for co-ordinators but this has not enabled them to exercise their leadership roles more effectively because the roles are not satisfactorily defined and teachers' activities during non-contact time are unsatisfactorily monitored.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	A*	A*	A
mathematics	D	A	A	A
science	D	A	A	B

Key	
very high in comp with nat. average	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

By the age of 11, pupils achieve standards in English, mathematics and science, which are well above the national average. Standards in English are within the top 5 percent nationally. Standards have been consistently high in recent years. The teaching of basic skills is good and enables pupils to develop their interest, concentration and independence well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children and pupils sustain concentration well and show interest in their work.
Behaviour, in and out of classrooms	Good. Pupils are polite and courteous to teachers, to each other and to visitors. The majority work hard in the classroom. They move sensibly around the school and in the playground.
Personal development and relationships	Good. Pupils have opportunities to take responsibility and respond to these well, such as, taking registers to the school office, oldest pupils helping younger ones at lunch time and involvement in the school council.
Attendance	Good. This is above the national average.

TEACHING AND LEARNING

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

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

In the Foundation Stage, the combination of good and very good features in teaching enables children to develop their interest, concentration and independence very well as they acquire skills, knowledge and understanding.

Teaching is satisfactory in Key Stage 1 and 2. The good features in teaching are seen in the management of pupils in both key stages and in the teaching of basic skills in Key Stage 2. The teaching of pupils with special educational needs is good. The weak features in Key Stage 1 are seen when teaching restricts pupils' productivity. Often too much time is spent introducing the lesson and involves unnecessary repetition which leaves insufficient time for pupils to complete a writing task or other work. Also the activities often require too little effort from pupils. Other weaknesses include the slow pace of lessons and the lack of involvement of pupils in their own learning. In both key stages, the marking of pupils' work and useful intervention to promote higher academic standards is unsatisfactory. The quality and use of day-to-day assessment is poor.

There are weaknesses in the teaching of literacy and numeracy. For example, in literacy there is insufficient opportunity for younger pupils to practise handwriting and to develop essential higher order writing skills. The unsatisfactory emphasis on writing has a lasting effect well into Key Stage 2. For example, only a few pupils use joined up writing. The teaching of numeracy is somewhat restrictive and unchallenging. Lesson plans do not include many useful opportunities for extending pupils' learning. Assessment is not linked closely enough to specific learning objectives within each lesson plan. Consequently, teachers do not always react immediately to pupils' misunderstandings and this does not improve the monitoring of pupils' progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in Foundation Stage. Satisfactory overall in both key stages but unsatisfactory in that the full statutory curriculum is not in place.
Provision for pupils with special educational needs	Good in Foundation Stage. Satisfactory in both key stages. Children and pupils are well supported and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Strengths are the provision for spiritual, moral and social development. Cultural development is satisfactory.
How well the school cares for its pupils	Satisfactory overall. However, the use of assessment information to guide curricular planning is unsatisfactory. Procedures for assessing pupils' attainment and progress are unsatisfactory.

Parents and carers make a very positive contribution to children's learning at school and at home particularly in hearing reading and supporting project work. The school's links with parents are satisfactory. The quality of information provided for parents is satisfactory overall.

The curriculum provides a satisfactory range and quality of learning opportunities in Key Stage 1 and 2. Statutory requirements for the provision of design and technology, and information and communication technology are unsatisfactory. Subjects such as science, music, religious education, history and

geography have low allocations on the timetable at both key stages, which does not support the whole curriculum well. There is equality of access to the curriculum for all pupils. The school day at Key Stage 2 is currently 35 minutes below recommendations.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The recently appointed headteacher provides satisfactory leadership and has already identified areas for improvement in the light of wide consultation with staff, governors, parents and pupils.
How well the governors fulfil their responsibilities	Good. They are well informed about aspects of school life. However, statutory requirements are not met in respect of the curriculum for design and technology and information and communication technology.
The school's evaluation of its performance	Unsatisfactory. Governors are considering how to strengthen their role by ensuring consistency in their monitoring visits. Senior management identifies weaknesses but limited ongoing assessment and lack of detailed analysis severely restricts them from taking effective action.
The strategic use of resources	Good. Financial records are in good order and good financial controls are in place.

The match of teachers and support staff to the demands of the curriculum is satisfactory, although the delegation and contribution of staff with management responsibilities is unsatisfactory. The accommodation is adequate for the number on roll. Learning resources are adequate. The school and governors are establishing clear links between the outcomes of specific spending initiatives and pupil achievement in order to reach judgements about best value in financial decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • the school builds pupils' confidence well • the standard of behaviour is good and the good reputation when pupils go to their new schools • Key Stage 2 national test results are good • good sports and music opportunities • despite recent staff changes, including headteachers, effort has been made to maintain the school's good ethos 	<ul style="list-style-type: none"> • teaching and learning in Key Stage 1 • identification and support for gifted pupils • a review of behaviour policy to include recognition of consistently good behaviour • clear and consistent homework policy • clear and consistent marking policy • more openness in admissions procedure • more informative newsletters and reports • better customer care from administration staff

Parents and carers have correctly identified the school's strengths. Similarly, they are aware of areas which need to be improved. There are weaknesses in the procedures for assessment and the monitoring of performance of specific groups of pupils, including the gifted and talented and targeting higher attainers.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children in the Nursery and Reception classes make good progress and all are on course to meet satisfactory and good standards in all the nationally expected early learning goals by the end of the Foundation Stage. Standards in language, literacy and mathematics are good overall and this gives children a secure base for future learning in Key Stage 1. Pupils' confident speaking, listening and social skills and positive attitudes to school are strengths. Lower attaining pupils make good progress through effective support, clear teacher explanation and demonstration so that they know how to improve.
2. In the 1999 National Curriculum tests for 11 year olds attainment in English and mathematics was well above the national average and the percentage of pupils reaching Level 5 was very high when compared nationally, and is well above the average for similar schools. Standards in English are within the top 5 percent nationally. These results are only slightly above those in science. In terms of the percentages of pupils attaining levels in line with or above average, the results in 2000 show broadly similar outcomes by the end of Key Stage 2.
3. In the 1999 tests and assessments for seven year olds attainment in reading was broadly in line with the national average. The percentage of pupils reaching Level 3 was close to the national average. However, teacher assessment was well below. Attainment in writing was below the national average. When compared with similar schools standards in reading are below average and in writing they are well below. Inspection evidence confirms that reading and writing skills are less well developed than expected for pupils of this age, although speaking and listening skills are generally good. Levels of attainment in mathematics were close to the national average and the percentage of those achieving Level 3 was well above the national average. This is above the average for similar schools. In science teacher assessment at the end of Key Stage 1 shows attainment to be well above national average overall although no pupils achieved the higher levels. In comparison with similar schools, standards overall are very high but they are very low in relation to the higher levels.
4. Standards of attainment in information and communication technology are now broadly in line with the national average by the end of Key Stage 1. At the time of the inspection few computers were available to pupils and their experience was therefore limited. However, attainment by the end of Key Stage 2 is still below.
5. Arrangements to support pupils with special educational needs are good and they make good progress overall.
6. Test results in all core subjects in 1999 indicate that there is a variation between the attainment of boys and girls. The school is aware of this and plans to investigate and to establish the reasons behind the differences and take the necessary steps to address any underachievement. Because of unsatisfactory procedures in assessment and the monitoring of performance of specific groups of pupils, the school has no system for identifying gifted and talented pupils or targeting high attainers, meeting their specific needs and ensuring that they are working at their full potential. On the other hand, procedures in the Foundation Stage for assessing and monitoring pupils' performance in terms of gender are good.
7. Attainment in the work seen in other subjects of the curriculum is mainly in line with that expected for pupils by the end of both key stages. By the end of Key Stage 2 attainment in music exceeds expectation. Pupils in Year 6 perform rhythmic patterns around a steady beat and explore how sounds can be organised. They use musical notation and perform a series of beats fitting into a rhythmic pattern while responding to different overlapping patterns. Pupils are increasingly exposed to a range of opportunities of instrumental practice.

Pupils' attitudes, values and personal development

8. The previous inspection found that pupils demonstrated positive attitudes to all aspects of school activities. This inspection finds that pupils' attitudes to school are very good. All pupils, including those who have special educational needs, are keen, enthusiastic and eager to come to school. They are well focused, listen carefully and contribute well to lessons. Pupils know what to do and generally settle to tasks well. They sustain concentration well and show interest in their work. Pupils are careful and take good care of resources.
9. Pupils behave well in the classroom and work hard. They know right from wrong, are polite and courteous to teachers, other pupils and visitors. They move sensibly around the school and in the playground. Behaviour in the dining hall is good.
10. Pupils have very constructive relationships with each other and with all adults in the school. They are very willing to assist each other and collaborate well in group work. Pupils know that bullying is unacceptable and that it will be dealt with firmly. All pupils are very confident that any problems would be dealt with quickly and effectively. No bullying was seen during the inspection. There were no exclusions during the last academic year. Pupils play well together in the playground, regardless of gender, age or ethnicity. Pupils have opportunities to take responsibility, which they respond to well, such as when they take registers to the school office and Year 6 pupils help out with the younger ones at lunch time, both in the dining hall and out in the playground. There is also a school council.
11. Attendance is above the national average, with unauthorised absence well below the national average. Most pupils attend school punctually and lessons begin and end on time.

HOW WELL ARE PUPILS TAUGHT?

12. Throughout the school, teaching is satisfactory or better, with six out of every ten lessons being good or very good. This is not significantly different from the previous inspection.
13. Teaching in the Foundation Stage is good overall, with many very good lessons particularly in communication, language and literacy, creative and personal, social, and emotional development. Teachers' planning, expertise and use of day-to-day assessment is very good and contributes well to children's achievement overall. The effective support by nursery-nurse assistants contributes to the good pace of learning and children's productivity overall. Staff and children share very good relationships. Teachers manage children's behaviour and learning effectively through sensitive questioning and through a carefully planned programme of challenging and enjoyable experiences. Reading homework is well organised in the Reception class and individual reading log books give children, parents and staff an effective knowledge of how children are learning.
14. In Key Stage 1 and 2 teaching is satisfactory, with five out of every ten lessons being good or very good. No judgement can be made on the teaching of design and technology as during the course of the inspection no lessons were observed. The teaching of pupils with special educational needs is good and enables pupils to make good progress in relation to their prior attainment. Teachers have satisfactory knowledge and understanding, and teaching methods are sound. Planning is satisfactory overall although not sufficiently linked to what pupils need to learn next in order to progress at a good pace. The good features in teaching are seen in the management of pupils in both key stages and in the teaching of basic skills in Key Stage 2. There are greater opportunities for pupils to develop their interest, concentration and independence in Key Stage 2 than in Key Stage 1, for example, the investigative tasks challenge pupils' thinking and build on their previous knowledge and understanding well. The weak features in Key Stage 1 are seen when teaching restricts pupils' productivity. It is unsatisfactory when too much time is spent introducing a lesson and when this involves unnecessary repetition so that there is insufficient time for pupils to complete a writing task or other work. Also the activities often require too little effort from pupils. Other weaknesses include the slow pace of lessons and the lack of involvement of pupils in their own learning. Teaching does not alert pupils to their mistakes. In both key stages the marking of pupils' work and useful intervention to promote higher academic standards is unsatisfactory. The quality and use of day-to-day assessment is poor.

15. There are weaknesses in the teaching of literacy and numeracy. In the teaching of literacy there is insufficient opportunity for pupils to practise handwriting and develop essential higher order writing skills. This is reflected in the below average attainment as observed during the inspection by the end of Key Stage 1. Moreover, the unsatisfactory emphasis on writing has a lasting effect well into Key Stage 2, for example, only a few pupils are using joined-up writing. Across both key stages there is very little evidence of pupils correcting their work, re-writing and re-drafting. The teaching of reading to support those pupils who have difficulties with basic skills is unsatisfactory.
16. The teaching of numeracy is somewhat restrictive and unchallenging. Lesson plans do not include many useful opportunities for extending pupils' learning. Teachers do make notes from observations of pupils' performance in lessons but assessment is not linked closely enough to specific learning objectives within each lesson plan. Consequently, teachers do not always react immediately to pupils' misunderstandings and this does not improve the monitoring of pupils' progress.
17. Pupils' learning is satisfactory overall. They generally enjoy the work and listen very carefully to instructions. The underachievement seen in writing and, to some extent, in reading, is because pupils are not alerted to their errors and are not encouraged to assess their work for themselves. The constant praise they receive from their teachers tends to support them in accomplishing very little, not very well, and is particularly the case in Key Stage 1. From the analysis of pupils' work, tasks are often unfinished and presentation is unsatisfactory although this improves towards the end of Key Stage 2. From lesson observations, planning and pupils' work it can be seen that higher attainers are not always suitably challenged.
18. Homework opportunities at their best are seen in project work in Key Stage 2. At other times reading books and spellings are given. It is clear from reading diaries that parents contribute significantly to hearing and helping their children to improve their reading. The spelling lists are often too simple for many pupils. Although homework is referred to in the school brochure, parents are concerned about homework inconsistencies throughout the school and, quite rightly, seek guidance.

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

19. The quality of curriculum offered in the Foundation Stage is good. The breadth, balance and relevance of the whole curriculum is very good and enables a smooth entry into work at Key Stage 1. Entry assessment is used constructively to extend children's learning and very good records are kept, updated and used regularly in planning. Targets are being developed to help improve skills. Monitoring and evaluation of children's learning by the co-ordinator makes an effective contribution to their achievement overall. There are very good links between reception and nursery staff. However, there is scope for more coherent planning between reception and support staff. The department has maintained its successful achievement since the report and has established a good Foundation policy to be reviewed regularly.
20. In Key Stage 1 and 2, the curriculum provides a satisfactory range and quality of learning opportunities. It is unsatisfactory in meeting statutory requirements fully in its provision of design and technology and information and communication technology. It is fulfilling requirements in the core subjects, English, mathematics and science and, despite the constraints placed on the timetable by the literacy and numeracy strategies, succeeds in providing at least some access to all National Curriculum foundation subjects. Nonetheless, subjects such as science, music, religious education, history and geography do not benefit from the low allocations on the timetable at both key stages. The National Curriculum 2000 Orders have been reviewed and fully implemented in English and mathematics but schemes of work are not established for every subject. There is equality of access to the curriculum for all pupils. Provision for pupils with special educational needs is satisfactory.
21. The overall planning of the timetable needs to be reviewed to ensure a more balanced coverage of the curriculum. Some subjects receive too little teaching time. The time actually available to each subject in each year group does not reflect the school's data on overall time allocations. The review should consider whether the mosaic of activities in the afternoons should be rationalised and simplified. Consideration should also be given to how the school day at Key Stage 2 might be lengthened. It is currently 35 minutes below recommendations.

22. The curriculum available to pupils is extended through a good range of extra-curricular opportunities, which include clubs for football, netball, gym, recorders, guitar and art. There is a well-supported orchestra and a choir. Both of these take part in school assemblies and school productions. The choir is also involved in choral festivals and entertaining in the community. Valuable links with the community enhance the extended curriculum further. The school is involved in a number of charitable activities, locally and internationally. There are regular visits to exhibitions, festivals and the local drama centre. A variety of visitors come to the school to talk to the children, including sports coaches from nearby clubs. There are strong links with the local church.
23. The provision for personal, social and health education is satisfactory. It is not yet fully integrated as a foundation subject. The current programme is due for review in the light of the new National Curriculum 2000. A policy on health education is in place. It covers substance use and abuse, family life, sex education, health, safety, relationships and environmental aspects. There is a recommendation that 30 minutes per week be given to teaching these aspects but this does not appear on all timetables, although some aspects are covered in religious education. There is a separate policy on sex education, approved by the governing body. This is taught within appropriate topics.
24. The school makes good provision overall for the spiritual, moral, social and cultural development of its pupils. There is no written policy on provision but it is clearly embedded in the school's ethos and practices. The lack of a structured approach, across the curriculum, means that some opportunities to extend spiritual and cultural awareness are overlooked. The provision for spiritual development is good. Daily assemblies, with a distinctive act of collective worship, make a very positive contribution to spiritual experiences and a moral code. There is a well-structured programme with weekly themes, which reflects Christian beliefs and attitudes. Opportunities for spiritual reflection arise through appropriate use of music, prayer and periods of silence. Pupils play an active part in singing, reading and leading prayers. Religious education is seen as the main contributor to spiritual development but the curriculum as a whole needs to make a stronger contribution.
25. Provision for moral development is good. There is a clear framework of moral values based on the Christian values and beliefs encapsulated in the school's Mission Statement. They are the basis of the expectations expressed in the rules found in most classrooms. Staff provide good role models and the large majority of pupils understand what is expected of them in terms of behaviour. Moral development is also enhanced through pupils' involvement in a range of charitable projects, including helping children overseas. The displays of pupils' work, which include work on respect for the environment, people and property, and paintings linked to the creation of the world, all make a contribution to their moral and spiritual perceptions.
26. The provision for social development is good. Pupils are provided with numerous tasks of responsibility to help develop self-confidence and self-esteem and to show initiative. There are opportunities for pupils of all ages to help throughout the school, with jobs such as preparing for assemblies, setting out equipment, operating tape recorders and projectors and carrying messages. Pupils are encouraged to help each other in class and to relate positively to one another and to teachers and visitors to the school. Ground rules are established in class as to how to conduct themselves in group work and discussions. The "circle time" is an opportunity for pupils to share ideas and relate to each other.
27. Provision for cultural development is satisfactory. The curriculum allows pupils to understand their own culture to some extent through English, history, art and various projects undertaken in the community but there is no overview of what the curriculum should cover. The reduced teaching time in foundation subjects aggravates the situation. In religious education the Agreed Syllabus deals with differences of faith and teaches that these should be respected. The school takes advantage of the range of cultures in its midst by involving parents and others to take part in presentations at the school, by singing, dancing, playing music and showing costumes and customs from these cultures. Pupils also visit exhibitions in the locality that reflect a diverse community.

28. Throughout the school pupils with special educational needs have access to the same curriculum as other pupils and this is also true during withdrawal sessions where they complete similar work to their classmates. All pupils on the special educational needs register, including those with statements of special educational need, have an individual educational plan (IEP) that contains targets matched to their identified needs. These are regularly reviewed and form the basis of support in lessons by class teachers, learning support staff and the special educational needs co-ordinator. However, the use of these to inform the planning of lessons and their content is better in the Foundation Stage than in Key Stage 1 and 2 where pupils' IEP targets are not specifically identified in teachers' planning.
29. The majority of 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 some aspects of the curriculum, opportunities are used to develop pupils' insights into other cultures, notably in music through the provision of multicultural resources and the choice of books used for literacy and which reflect positive images of black people. However, these opportunities are not systematically planned across the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The previous inspection found that the school was a secure, caring institution and that all staff were keenly aware of the educational, physical and emotional needs of their pupils. This continues to be the case. All members of staff are very caring and know and support the pupils' well. The environment is safe and pupils feel secure and happy to learn. External agencies, including the Education Welfare Service, support the school well.
31. The arrangements for the management of health and safety are appropriate. Regular checks are made. The grounds, buildings and equipment are checked regularly by the headteacher and site manager. Governors are also involved in the annual health and safety check. Fire drills are held regularly. A number of staff have been trained in the administration of first aid; bumps to the head are automatically recorded and parents informed, but other minor incidents are not recorded. The headteacher holds regular meetings with the mid-day staff to discuss any concerns, and there are plans for these staff to undertake some training in behaviour management. Satisfactory child protection procedures are in place, and all staff are aware of the need to inform the nominated officer if they have any concerns.
32. Attendance at the school is above the national average. Registers are marked at the beginning of both morning and afternoon sessions. There are good arrangements for monitoring attendance through a computerised system and the Education Welfare Officer visits the school regularly to discuss any concerns.
33. Procedures for monitoring and promoting good behaviour are satisfactory. Pupils know the difference between right and wrong, and are aware of the procedures should they have any concerns over bullying. Some parents have expressed the view that they would like to see a more structured behaviour policy to include the recording of good behaviour.
34. Procedures for monitoring and supporting pupils' personal development are satisfactory. Staff tend to rely on their personal knowledge of the pupils as the school has yet to develop more formal and systematic methods.
35. The monitoring of welfare and academic progress in the Foundation Stage is very good. Day-to-day records contain good information about children's personal and social development, and all areas of experience are assessed each term. Use of assessment to inform curriculum planning is very good. However, monitoring and support of pupils' academic progress and personal development is unsatisfactory in Key Stage 1 and 2, and there are no formal arrangements. For example, in mathematics, lesson plans show no evidence of learning objectives linked to assessment procedures. There is no evidence of tracking different cohorts. In science, clear assessment arrangements do not exist to help teachers to have an informed view of what pupils know and can do. Marking does not often follow school guidance. Assessment procedures in history and geography are vague and informal, and assessment is not used to inform planning. There is a serious need for

whole school assessment and tracking policies to be developed and reviewed where this applies and to be implemented rigorously.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. The previous inspection found that the strongly supportive Parent and Teacher Association (PTA) was an indication of the valuable partnership, which had been achieved between home and school. Although some parents said they were made to feel welcome in the school, others felt that their complaints were not dealt with very well.
37. From the results of the parent questionnaires and the comments made at the parents' meeting, parents remain supportive of the school. Parents have correctly identified the school's strengths and are also aware of the aspects which could be improved. Most are happy that their children like coming to school, feel their children make good progress, and that behaviour in the school is good. Most parents feel the school is welcoming and would be happy to come and talk about any problems or complaints. A significant number feel that the level of homework is inappropriate, that the school does not provide enough information about their children's progress and that it does not work closely enough with them.
38. The information provided for parents by the school is satisfactory overall. There are weekly newsletters, which contain information about what is happening in school and parents generally appreciate the level of information received. The Governors' Annual Report to parents meets statutory requirements. Written annual reports for parents are satisfactory overall. They largely relate to coverage of the curriculum, rather than what pupils know, understand and can do, particularly in the non-core foundation subjects. They infrequently give areas for development, and do not set targets for improvement. There are planned opportunities for parents to come in and discuss their children's progress formally. There are opportunities for informal discussions with class teachers at the end of the school day. Parents confirm that they find this very useful and teachers very approachable.
39. The school has held an information evening about the National Numeracy Strategy, and a similar meeting is planned to discuss the National Literacy Strategy.
40. The impact of parental involvement in the life of the school is good. There are opportunities for parents to help out in the classroom, and these are particularly well planned for in the Nursery and Reception classes. The school receives good support from the PTA, which has raised significant funds on behalf of the school. Parental support for children's learning at home is good; many support their children by listening to them read, and helping with other homework. A significant number of parents have expressed an interest to do more if they knew, in advance, the topics to be covered in a term. The school is very appreciative of the support given by parents.
41. The school informs parents if they are considering placing their child on the special educational needs register. Parents are kept informed of progress towards targets through regular termly meetings and are fully involved in the process of reviewing and revising these. In general, parents feel that pupils with special educational needs make good progress as a result of the school's work.
42. The effectiveness of the school's links with parents is broadly satisfactory. However, it is clear that although in recent years there have been many improvements within the school, these seem not to always have been communicated well to parents who remain unaware.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. Since the previous inspection there have been a significant number of changes in the senior management of the school and a high turnover of staff. In spite of this, staff and governors have worked successfully together to ensure that the ethos and values of the school have been maintained through a period of turbulence. Parents acknowledge this and most feel that the school is well led and managed.
44. The school promotes aims that are firmly centred on the development of the individual coupled with strong Christian values. These are well reflected in the school's work. The recently appointed headteacher is providing satisfactory leadership and has already identified areas requiring improvement in the light of wide consultation with staff, governors, parents and pupils. He has the support of a hard working and committed staff.
45. Despite a number of recent changes in the composition of the governing body, they are well informed about aspects of school life and bring to their responsibility a range of very appropriate professional expertise. They regularly attend courses to update and improve their knowledge and give freely of their time to visit the school and attend meetings. They are very supportive of the school and have a clear picture of strengths and weaknesses within it. There is a well-developed committee structure to support their decision making and good procedures in place to ensure that through these they receive regularly updated information about the school's work. They review the school's performance in the light of comparative data and are actively involved in identifying areas for development. However, unsatisfactory assessment and a lack of detailed analysis results in unsatisfactory monitoring and evaluation of the school's performance and taking effective action. Currently they are considering how to strengthen their role by ensuring consistency in their monitoring visits. Statutory requirements are met except in respect of the curriculum for design and technology and information and communication technology.
46. Senior management of the school use data from testing to identify areas for development and causes for concern. However, because of unsatisfactory ongoing assessment and lack of detailed analysis they are not in a position to accurately identify the causes and contributory factors or to set informed targets for improvement other than statutory ones for numeracy and literacy. For example, for the past two years pupils have not achieved Level 3 in science at Key Stage 1. Although monitoring has been trialled with good local authority support, the school has not made the best use of this information. Consequently, the school does not have the benefit of information from regular classroom observation or scrutiny of teachers' planning and pupils' work to inform its practice and raise standards. The school is about to introduce a performance management policy, which, it expects, will support the process.
47. Since the previous inspection the school has addressed the issue of non-contact time for co-ordinators by introducing regular non-contact time. However, the leadership role of middle managers is unsatisfactorily defined and their non-contact time is often not used appropriately to support their roles. As a result subject monitoring is unsatisfactory and opportunities to support and work alongside colleagues not developed. Design and technology is not covered and science and physical education have temporary arrangements but the school has begun to review the allocation of responsibilities
48. The quality of financial planning and financial management is very good. The budget is very carefully prepared and specific funds identified and linked to the development plan. Financial records are in good order and good financial controls are in place with well-defined separation of responsibilities. Regular statements of expenditure are given to staff and governors to assist them in their monitoring of finance. Specific funds are identified under separate headings and spent appropriately. The recommendations of the most recent 1999 audit report have been implemented. Very good procedures are in place to ensure value for money in purchases and tendering procedures are very well used for building maintenance and refurbishment. Efficient office management contributes to the smooth running of the school. Close consultation with the PTA enables regular substantial improvements in facilities.

49. Very good use has already been made of an inclusive approach to development planning to take account of the views of the whole school community. The outcomes of this have been well used to prioritise initiatives, identify time scales and apportion funds. A number of initiatives have already commenced and the school is now well placed to move forward. Skilful management of annual income and well-planned use of reserves have enabled the school to commence a programme of significant premises improvement. For example, the recent creation of the well-resourced computer suite means that the school has addressed an issue from the previous inspection and is now in a very good position to raise standards in information and communication technology. This also illustrates how the school and governors are establishing clear links between the outcomes of specific spending initiatives and pupil achievement in order to reach judgements about best value in financial decisions.
50. The quality of staffing, accommodation and learning resources is satisfactory overall. There are sufficient suitably qualified teachers to cover all classes and teach the required curriculum. Most have responsibility for a subject area but not all areas are yet matched to prior expertise. Good induction procedures ensure that teachers new to the school, particularly those commencing their careers, are well supported and quickly assimilated into its life. Staff development interviews have informed training needs and the school development plan identifies others. A good range of local authority courses is combined with in-house provision to address these. Links with two training institutions is evidence that the school is regularly involved in the initial training of teachers. The school also places high value on the appointment and training of its nursery nurses and support assistants who work closely with teachers to provide both them and pupils with good quality support.
51. The buildings and grounds are well maintained and sound use is made of the constrained space. Playground areas have been enhanced by seating, planting and games areas and provide a compact and varied environment for pupils with secure play areas for the under-fives. Since the previous inspection the school has reorganised the accommodation for its youngest children well. The separate nursery is situated in a well-designed building conversion. Within the school, space is at a premium, rooms are suitably furnished and carpeted to absorb sound. The bright modern interior is enlivened by colourful displays. The large light hall accommodates the whole school for assemblies and is used for physical education and dining. Bays outside classrooms have been adapted to provide work areas but this means that there is only one sink available in each key stage. The staircases and absence of ramps make access difficult for people with limited mobility to parts of the school. Governors are aware of the accommodation problems and are exploring a number of possibilities to increase available space and provide better facilities for outdoor games. They are about to embark on a number of refurbishment projects including the toilets and cloakroom areas.
52. Overall the resources are satisfactory for most subjects and are used well. Those for numeracy have been supplemented with games and a recently published scheme. Literacy has benefited from new sets of books for guided reading, and music from the addition of instruments from a variety of cultures. Information and communication technology resources are good. The recent imaginatively designed computer suite has greatly enhanced the provision for the subject and raised its profile accordingly. It has also addressed a weakness noted in the previous inspection. Resources are good in the Foundation Stage which includes a good range of large toys. However, the central library area is small and cramped with insufficient space for more than a few pupils at a time.
53. The previous inspection found that the school provided good value for money. Taking account of pupils' good attainment at the end of the Key Stage 2 in relation to their attainment on entry, the satisfactory quality of teaching, leadership and management, satisfactory improvement since the previous inspection and average unit costs the school now provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to improve the quality of education provided the governors, headteacher and staff should:

- (1) Extend the recent initiatives in collecting data on monitoring and assessment to analysing the data and acting upon it. (paragraph 45)
- (2) Introduce a system designed to monitor and support pupils' academic performance and personal development. (paragraph 35)
- (3) Provide better planned opportunities for pupils in Key Stage 1 to develop their writing skills. (paragraph 67)
- (4) Implement schemes of work designed to challenge all pupils ensuring that lessons proceed at a brisk pace with an appropriate division of time for each part of the lesson.(paragraph 14)
- (5) Ensure that all pupils have access to the full National Curriculum. (paragraph 45)
- (6) Consider lengthening the school day for pupils at Key Stage 2 and review the allocation of time between subjects. (paragraph 21)
- (7) Meet the needs of gifted and talented pupils to ensure that they work at their full potential (paragraph 6)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	103

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1.5	18	41	38	1.5	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-Y7
Number of pupils on the school's roll (FTE for part-time pupils)	9	210
Number of full-time pupils eligible for free school meals	N/A	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y7
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	23	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	22	21	22
	Total	28	27	28
Percentage of pupils at NC level 2 or above	School	90	87	90
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	8
	Girls	21	21	23
	Total	27	27	31
Percentage of pupils at NC level 2 or above	School	87	87	100
	National	82	86	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
	1999	15	17	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	13
	Girls	15	14	15
	Total	29	28	28
Percentage of pupils at NC level 4 or above	School	91	88	88
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	16	14	15
	Total	30	28	29
Percentage of pupils at NC level 4 or above	School	94	88	91
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	3
Black – other	6
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	158
Any other minority ethnic group	13

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	22.8
Average class size	26.3

Education support staff: YR-Y7

Total number of education support staff	4
Total aggregate hours worked per week	128

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19.1

Total number of education support staff	1
Total aggregate hours worked per week	25

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999
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	£
Total income	513,849
Total expenditure	521,632
Expenditure per pupil	2,174
Balance brought forward from previous year	68,525
Balance carried forward to next year	60,742

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	243
Number of questionnaires returned	104

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	26	5	0	1
My child is making good progress in school.	41	48	8	1	2
Behaviour in the school is good.	52	47	0	0	1
My child gets the right amount of work to do at home.	17	42	25	11	6
The teaching is good.	49	43	3	0	5
I am kept well informed about how my child is getting on.	29	49	21	0	2
I would feel comfortable about approaching the school with questions or a problem.	50	39	9	1	1
The school expects my child to work hard and achieve his or her best.	43	46	8	2	2
The school works closely with parents.	25	51	19	1	4
The school is well led and managed.	28	60	7	3	2
The school is helping my child become mature and responsible.	50	41	6	1	2
The school provides an interesting range of activities outside lessons.	44	41	13	0	2

Summary of parents' and carers' responses

Parents have correctly identified the school's strengths. Similarly, they are aware of aspects which need to be improved. There are weaknesses in the procedures for assessment and the monitoring of performance of specific groups of pupils, including the gifted and talented and targeting higher attainers. However, in recent years there have been many improvements in the school but these seem not to always have been communicated well to parents who remain unaware.

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

55. Children in Nursery and Reception classes make good progress and all are on course to meet satisfactory and good standards in all the nationally expected early learning goals by the end of the Foundation Stage. Standards in language, literacy and mathematics are good overall and give children a secure base for future learning in National Curriculum subjects. This was also mentioned in the previous inspection report. Pupils' confident speaking, listening and social skills and positive attitudes to school are a strength. Lower attaining pupils make good progress through effective support, clear teacher explanation and demonstration so that they know how to improve.
56. The programme for children's personal, social, and emotional development is very good. They are interested, enthusiastic and behave well. Children quickly develop routines and learn to share and play together successfully. Relationships between children and staff are very good which helps them gain confidence and make good progress. Teachers help them to listen carefully to instructions and in this way children gain a good understanding of right and wrong and how to behave and use the different play areas. They gain an awareness of other cultures in assembly through well selected stories about helping others. In a story about the Little Red Hen sensitive questioning by the teacher prompted some good responses on fairness, kindness and sharing. They show good levels of initiative and responsibility in gathering equipment such as construction toys or clearing up in role-play areas. They concentrate for long periods of time, for example, when they are busily involved in counting, practising letter sounds and modelling shapes. Pupils learn to care and respect the nursery garden when they plant bulbs.
57. The programme for communication language and literacy is very good. Children's speaking and listening skills are above average while writing and reading skills are average and progressing at a good pace. During registration they share experiences, for example, about brothers and sisters and helping at home, describing events using well-structured sentences. Most show a good understanding of stories and most are able to follow a story line. They make a 'Brown Bear' story tape using clear voices as they join with the teacher to speak an animal rhyme. Children use and enjoy books and are keen to share these with adults. Letter names and sounds are systematically taught in the Nursery and developed further in Reception. Most children know the letter names and sounds of the alphabet by the Reception class. Reading and letter sounds are practised regularly in school and at home and progress is recorded effectively in individual log books. A few read with increasing confidence and expression. Independent writing skills are developing well and most children write their own name using upper and lower case letters.
58. The programme for mathematics is good. Children attain well towards the expected goals and some are on course to exceed them. Mathematics is well structured. Children organise numbers and shapes in a planned and ordered way. In the Nursery a few higher attaining pupils count to ten independently of the teacher and match numbers to features such as two eyes, a nose and a mouth and add buttons to the bear's clothes to count to seven. They find seven on the number line and recite the names of body parts and number rhymes well. Teaching enables children to have good practice in filling various size bottles with sand and many understand 'bigger and smaller than'. By the time they reach the Reception class, most count to ten and beyond successfully and identify and order two dimensional and solid shapes. Higher attaining children know that the sides of a square are the same and recognise and name a diamond shape and make three-dimensional models. A few are working at Key Stage 1 level.
59. The programme for knowledge and understanding of the world is good. Standards attained are above that expected for their ages. Children talk about their families and past and present events in their lives. Teaching ensures children have many useful experiences. Children are aware that seeds need food to sustain life and from close observation of tulip and daffodil bulbs learn about roots and how they need water to survive. They make dough biscuits and use skills such as mixing, cutting and rolling to obtain a flat shape. In play situations they use telephones and make appointments, work together well as they take different roles in the hospital corner and use the

computer to listen to inter-active tapes. In water play, children develop their understanding about dangerous and friendly creatures and place them in separate areas. They explain that a frog can sit on a water-lily leaf and not sink.

60. The programme for physical development is good. Children are on course to achieve well. A few are working at a higher level in physical education such as in catching and bouncing the ball. Most use beanbags and various sizes of balls to develop and increase co-ordination skills. All move round safely on foot with increasing knowledge of spatial awareness. Teaching helps children to establish good routines and a few understand why they need to 'warm-up' in the lesson though not all understand the affects of exercise on the body. Gymnastics was not observed during the inspection. However, children spoke confidently about their performance and are evidently enthusiastic when using the apparatus. Children have appropriate supervised time to share a good range of large and small equipment where they climb, balance and increase outdoor physical skills. They handle tools with care and control in gardening, cooking and modelling activities. Most develop sensory awareness well through painting and handling different textures in the wide range of materials made available during activity times.
61. The programme for creative development is very good. Children attain above expectations. In the Nursery they explore sounds through singing and percussion. They understand the basic dynamics of loud and soft and take turns to perform on percussion instruments to the rest of the group. They know that the instruments can be shaken, hit and rattled to make a rhythmic sound. Children have good opportunities to listen and respond to music in assemblies played by older pupils. Teaching offers children good opportunities to paint and draw during activity time and in art lessons in Reception where a wide range of materials are offered to extend their creative skills overall. They make self-portraits showing increasing attention to facial structure and mix and control paint accurately within shapes. Many of the youngest children know the names of colours and their knowledge of primary colours is extended through themes such as 'Seasons' in Reception where pupils explore mixing warm colours of autumn, leaf rubbings, prints and choice of a range of fabric colours to embroider leaf veins. Higher attaining pupils draw from close observation with increasing awareness to detail.
62. The quality of teaching and learning overall is good. Teaching in many lessons is very good, particularly in language and literacy, creative and personal, social, and emotional development. Teachers' planning, expertise and use of day-to-day assessment is very good and contributes well to pupils' achievement overall. The effective support by nursery-nurse assistants contributes to the good pace of learning and pupils' productivity overall. Staff and pupils share very good relationships. Teachers manage pupils' behaviour and learning effectively through sensitive questioning and through a well planned programme of challenging and enjoyable experiences. Reading homework is well organised in Reception and individual reading log books give pupils, parents and staff an effective knowledge of how pupils are learning.

ENGLISH

63. In the 1999 national tests and assessments for seven years olds, pupils attained standards in reading which were broadly in line with the national average but below average when compared with similar schools. The percentage of pupils reaching Level 3 was close to the national average. However, teacher assessments show that the percentage of pupils reaching Level 3 in reading was well below the national average. In the previous inspection of 1996, standards in reading by the end of Key Stage 1 were above the national average. In writing, standards were not significantly different from the national average. Standards in reading have declined in recent years by the end of Key Stage 1. Pupils, who can read, do so effortlessly. However, a significant minority have not developed a sufficient range of strategies to support their reading. They struggle with text and do not enjoy the reading experience. In writing, standards were below the national average and well below when compared with similar schools. From both tests and teacher assessments, the percentage of pupils reaching Level 3 or above was zero. Standards in writing have fluctuated in recent years and there was a sharp decline in 1999. Pupils have few sound early experiences of writing so that basic skills, such as letter formation, spacing and size are poorly developed. They know about simple sentence construction and the use of capital

letters and full stops but have limited opportunities to develop their understanding in this respect. Standards are significantly lower than could be expected of these pupils.

64. By the end of Key Stage 2, attainment in English is very high in comparison with the national average and well above when compared with similar schools. This is an improvement since the previous inspection where attainment was above the national average. In recent years standards have improved and have been maintained. The 1999 test results show that the percentage of pupils reaching Level 5 was very high in comparison with the national average. However, teacher assessment of the percentage of pupils reaching Level 5 or above shows an underestimation of pupils' achievement. In Key Stage 2 pupils who can read generally do so at very good and excellent levels, but those pupils who have difficulties have not developed higher order skills, such as prediction, plot and scanning text to support research skills well. A significant minority continue to struggle with text because they have not developed a sufficient range of useful strategies.
65. Standards in speaking and listening are good across both key stages and all pupils make good progress. Young pupils share their 'news' at the beginning of the day. Teachers' questioning encourages pupils to use a greater range of vocabulary very well. Pupils communicate information very clearly and listen to each other and to their teachers with good attention. They discuss the ways in which short sentences can be expanded to make them more interesting. Pupils have many ideas, for example, 'Fish swim in water' becomes 'I've got some fishes and they swim in a bowl of water.' In a Year 2 lesson, pupils demonstrated their understanding of two syllable words very well. Teaching offers pupils at both key stages the opportunity to discuss characters in stories and plays. Pupils bring many real life experiences to the discussion as they develop their understanding about why people behave in the way they do. They consider situations and suggest ways in which the characters could have responded differently. This supports their personal and social development well. In a Year 4 lesson, pupils discussed the differences between texts when presented as a story and as a script. They explained very clearly their good understanding of description, stage directions, speech marks and present tense. The questioning techniques used by the teacher skilfully brought out their ideas and ensured all pupils were included in the discussion at a level which enabled them to respond usefully.
66. Standards in reading are broadly satisfactory by the end of Key Stage 1. Teaching often enables pupils to develop their knowledge and understanding of phonics reasonably well. In a Year 2 lesson pupils worked on 'oo' sounds. They offered very inventive words, such as, racoon, cocoon and lagoon. This developed spelling skills well. When pupils offered 'tune' and 'soup' teaching did not make the best of the opportunity to further their understanding of spelling rules. In another Year 2 lesson pupils read from a big book with obvious enjoyment. In order to prepare for a writing activity, teaching encouraged pupils to role play but took too great a lead in the activity so that pupils did not have the chance to ask questions for themselves. When pupils were heard to read during the inspection it was evident that a significant minority do not have a good knowledge of useful strategies. The more fluent readers do not always take good account of punctuation although they are keen to use expression. Those who have difficulties in basic skills say that they are not fond of reading. From analysis of the reading diaries it is evident that parents make an overwhelming contribution to hearing their children read at home and this clearly supports them well. The infrequent entries in diaries by teachers and the absence of diagnostic comments clearly shows that teaching is unsatisfactory in supporting those pupils who have difficulties. Pupils are unclear about the colour code system in the reading scheme and therefore find it difficult to gauge their progress and to become involved in their own learning. Standards in reading are good by the end of Key Stage 2. Once again, pupils read frequently at home, sometimes on their own and sometimes to members of their family. There is a wide gap between the good readers and those who are reading at a level below that which could be expected of them. The absence of teachers' diagnostic evaluation is unsatisfactory in supporting those pupils who need specific guidance. Older pupils generally make good use of their developing research skills in project work assigned as homework.

67. Standards in writing are unsatisfactory by the end of Key Stage 1. While teachers' lesson preparation is generally satisfactory, often too much time is taken up during a lesson with discussion and too little time for the writing activity. Since the pupils' speaking and listening skills are already good and their writing skills (as seen in the 1999 test results) are well below average this betrays a lack of analytical thinking within the school of how best to meet the needs of the pupils. Furthermore, from discussions with teachers it was clear that they are well aware that writing is a weakness but have failed to take this properly into account when planning their lessons. Pupils have knowledge of basic spelling and punctuation. Many do not use the correct formation when writing letters and numbers. Size and shape are irregular and presentation often unsatisfactory. Written work is generally unfinished. It is clear from their good listening and speaking skills that pupils are underachieving in developing their composition and handwriting skills.
68. Standards in writing are good overall by the end of Key Stage 2. Pupils have a wide range of experiences to support planning, and composition. In a Year 4 lesson, pupils successfully identified verbs in a text while others wrote dialogues based on previous readings of scripts and stories. In a Year 6 lesson, pupils made good use of real life situations to develop writing styles. They discussed the ways they could use persuasion, and teaching supported them by drawing out their ideas reasonably well. This part of the lesson provided useful prompts to support pupils in their written work, and many pupils consolidated their learning well. However, the overlong explanation and discussion did not give pupils sufficient opportunity to become involved in their own learning and to plan for themselves. The group work for those who need specific support is equally over-reliant on oral discussion when this group, even more than their classmates, need to have frequent and regular opportunities to write. Pupils do not write frequently enough to develop the skills they need, nor are they expected to use joined up writing.
69. Pupils' attitudes and behaviour are generally good. This is largely to do with the very good relationships and the general feeling of well-being created by the school. They generally remain on task even when the activity is unsatisfactorily matched to their interest and ability.
70. The quality of teaching is good overall although there are some weaknesses. Teachers have good subject knowledge and manage pupils well. They develop pupils' vocabulary skilfully through purposeful discussion. Teachers organise resources to meet the needs of the lesson well, although this does not support pupils in making choices for themselves. In the best lessons teachers have appropriately high expectations of what pupils can do. Lessons are planned reasonably well but not sufficiently to meet the needs of all pupils. Tasks, particularly writing, lack sufficient challenge. There is a strong tendency in both key stages for teachers to remain at the centre of an activity long after the pupils have become restless and could have begun working on their own.
71. The subject co-ordinator has strengths and there are also strengths within the school in how English is taught. However, there are important aspects, such as marking and assessment, which are unsatisfactory and which are not given due attention since the co-ordinator does not have a whole school overview.

MATHEMATICS

72. Standards of attainment by the end of Key Stage 1 in the National Curriculum tests in 1999 were close to the national average but the percentage of those achieving Level 3 was well above the national average. This is above the average for similar schools. By the end of Key Stage 2 attainment in the National Curriculum tests was well above the national average and the percentage reaching Level 5 was very high when compared nationally. This is well above the average for similar schools. The results in 2000 show an improvement in attainment levels by the end of Key Stage 1 but broadly similar by the end of Key Stage 2. There was a decline in performance at Key Stage 1 between 1998 and 1999 but a rise at Key Stage 2. The average National Curriculum levels achieved since the inspection in 1996, compared to 1999, show a very slight improvement in attainment at Key Stage 1 but a more marked improvement at Key Stage 2. Over that time the positive gap between the national and school figures has narrowed at

both key stages, indicating satisfactory progress for these cohorts. The average National Curriculum levels achieved by each pupil has dropped back a little at Key Stage 2 in 2000.

73. Attainment in lessons and work seen, which largely concentrates on number work, is in line with national expectations by the end of both key stages. Achievement at this level and at this early point in the year indicates that attainment by the end of each key stage will be above national expectations. In Year 1 pupils count reliably in ones and twos up to forty, add pairs of single-digit numbers and find missing numbers in a number track. The majority apply basic skills to money problems, using one and two pence coins, including counting on and counting back techniques well. Year 2 pupils count up to and back from one hundred in ones to fives and tens but sometimes still need the help of a number square. They know number bonds securely from zero to ten. They understand tens and units and most add three single-digit numbers up to a total of twenty well. They are generally confident in adding and subtracting two-digit numbers. Application of their basic skills to money problems shows a progression from Year 1. Pupils handle denominations up to ten pence, but only a minority readily selects the minimum number of coins that can be used in a transaction. In Key Stage 2 pupils make good progress in computational skills. In a Year 3 lesson, pupils calculated the permutations possible when buying toys with five pounds and higher-attainers worked with 30 pounds. There are some instances of weak number bonding in Year 4 and Year 5, where pupils are still use finger counting. In Year 6, however, there is evidence that the majority have a clear understanding of place value, including decimal places, addition of fractions, equivalent fractions and the calculation of simple percentages. The sequencing of operations with the use of brackets is also handled competently by many. The limited evidence of work seen on shapes shows attainment to be below expectations but the extensive use of construction kits and sample triangles helped develop conceptual understanding of angles and triangles in a lesson in Year 4. Above average work in handling data is evident amongst pupils in a Year 6 lesson where they found the mode, median, mean and range of a set of statistics and constructed bar-charts. Individual support in class for pupils with special educational needs is too limited but this is compensated for by effective use of well designed differentiated material. Evidence from National Curriculum tests shows pupils with special educational needs are making good progress.
74. Attitudes in class are mostly good, although there is an element of unco-operativeness at Key Stage 2, especially in Year 5. Pupils are largely co-operative, willing to follow instructions and keep to the tasks set in lessons but some inattentiveness and chatter develops in both key stages when pupils are unsure of what to do during group activities. When listening and responding to the teacher the majority of pupils are attentive and able to concentrate, providing the instruction is not over-extended. The relationships in class are good and, in most cases, enable an effective learning atmosphere to be established.
75. The quality of teaching is satisfactory overall and includes good features. Teachers' knowledge and understanding of the subject is good and used effectively in teaching basic skills. The use of questions in the opening oral phase of lessons is largely successful in sharpening skills in mental arithmetic but there are occasions where this time is not appropriately used. The lack of time indicators on most lesson plans and a tendency to be over ambitious often leads to insufficient time being left for the final plenary session, when learning objectives are planned to be reviewed. A good range of well-targeted work and instruction sheets coupled with suitable resources enables the cross-section of pupils in most classes to advance their learning and make progress. Teachers establish a good working rapport in nearly all classes. At this early stage of the school year there is an emphasis on basic number operations in the majority of classes. Here the teaching is somewhat restrictive and unchallenging. More opportunities for extending pupils should be included in lesson plans. Teachers do make notes from observations of pupils' performance in lessons but assessment would be improved by linking it more closely to specific learning objectives within each lesson plan. This would enable teachers to react more immediately to pupils' misunderstandings and improve the monitoring of their progress.

76. Long-term assessment is unsatisfactory. Teachers' assessments of National Curriculum levels for higher achievers by the end of Key Stage 1 last year showed a poor understanding of what these pupils could do. A more comprehensive recording system has yet to be established so that trends in performance can be better analysed. Marking procedures are not standardised across the key stages.
77. Co-ordination of the subject is being effectively managed. Teachers feel well supported and show a commitment to improving on the above average standards already achieved. Through consultation an action plan has been drawn up. Improving planning procedures, monitoring of teaching and the tracking of pupils' progress are rightly identified as priorities.

SCIENCE

78. The results of the 1999 national tests show attainment by the end of Key Stage 2 to be above the national average, with a well above average proportion of pupils achieving the higher levels. Standards overall are below those in similar schools but above them in respect of the higher levels. Over the past three years the difference in performance between boys and girls has narrowed so as to be less significant. 1999 teacher assessment at the end of Key Stage 1 shows attainment to be well above the national average overall although no pupils achieved the higher levels. In comparison with similar schools standards overall are very high but they are very low in relation to the higher levels. The previous inspection found attainment to be above national expectations and this has remained the case.
79. Provisional results for summer 2000 suggest a notable improvement by the end of key Stage 2 with almost all pupils achieving the expected level and almost three-quarters the higher level. However, the position by the end of Key Stage 1 has remained unchanged and whilst all pupils achieved the expected level none achieved higher levels. Evidence from the current inspection is consistent with this. Pupils in Years 2 and 3 are working at levels broadly in line with national standards for pupils of their age whilst by Year 6 the majority of pupils are working at levels above those expected. The school has identified the need to increase the range of investigative activities at Key Stage 1 to address the lack of higher levels.
80. During the inspection no lessons were observed in Key Stage 1. Evidence was therefore gained from discussions with staff and pupils, an analysis of pupils' work and scrutiny of teachers' planning. Pupils in Key Stage 1 record their investigations and observations of different materials in pictures and writing. They learn to describe materials and their properties using scientific terms and to categorise and group objects accordingly. Year 1 pupils record the attributes of metals noting that they are hard or shiny and investigate magnetic attraction. Year 2 pupils distinguish between plastic, metal, wood, rock, paper and textiles, categorising them as hard, rigid, opaque or translucent and noting whether they are manufactured or natural. They explain which are suitable for making items such as windows, pans and boots and why. Pupils learn about the effects of heat on materials and how different processes change their shape. Year 1 pupils observe and record how dough rises because of the yeast and becomes bread when baked. Pupils in Year 2, test the effects of bending, squashing, stretching and twisting on different objects and note how the heat of a candle affects different materials.
81. By the end of Key Stage 2 pupils record their investigations using a recognised format. They make predictions about the outcomes of their tests and compare these with the results obtained. They understand the importance of ensuring a test is fair and plan investigations accordingly.
82. Year 3 pupils develop their understanding of how materials are used to strengthen buildings as they observe architectural features in the school hall. Their understanding of this is deepened as they investigate the relative strengths of different types of paper. Pupils in Year 4 investigate the insulating properties of different types of clothing. Year 5 pupils learn that sound is created by vibration and how different materials carry this. They make simple versions of stringed and percussive musical instruments to demonstrate how pitch and loudness can be varied. Pupils in Year 6 draw well upon their knowledge of liquids and solids to predict whether sugar will dissolve more quickly in hot or cold water. They are careful to ensure that the test is fair by using equal

amounts of water, adding measured amounts of sugar with an equal number of stirs. Results are recorded and pupils know that this is a saturated solution.

83. Throughout the school pupils make sound progress in developing their scientific skills and understanding. By the end of Key Stage 2 pupils make good progress. The greater use of investigative tasks challenge their thinking and build on their previous knowledge and understanding well. Higher attaining pupils are not specifically targeted by the school but are well supported by this approach. Pupils with special educational needs are well supported by both adults and classmates. As a result they make good progress in relation to their prior attainment and often achieve levels in line with their peers.
84. In both key stages pupils consolidate their literacy and numeracy skills as they discuss, plan and record their work in pictures, text, charts and tables. Links are often made with other subjects or skills as pupils make observational drawings or construct musical instruments. However, the use of information technology other than to word process occasionally is unsatisfactory.
85. Pupils are very enthusiastic about practical activities and work well together in their groups taking turns to record or carry out tasks. They show good recall of previous learning and attention to detail in their recording. Pupils' work by the end of Key Stage 2 is particularly well presented although many still write using print rather than a joined hand. Equipment is generally carefully used and pupils pay good attention to safety as they transport items, move around the classroom and work with containers of water.
86. The quality of teaching is good overall, with two lessons out of every ten being very good. The strength of the teaching lies in clear explanation of well-planned and prepared activities that build on pupils' prior learning through investigative activities. Pupils in Year 6 use their knowledge of dissolving to design an investigation with a variable factor. Teachers ensure that they correctly introduce scientific concepts and reinforce the correct vocabulary. In a Year 3 class the notion of a fair test is linked to the need for a common approach to paper tearing. Good use of questioning extends pupils' understanding and encourages them to review their work and evaluate their results. A brisk pace is maintained and the plenary is well used to consolidate learning and share the outcomes of pupils' work. For example, in a Year 5 lesson pupils demonstrated the range of sounds produced by their rubber band instruments and assessed which sounded better. Teaching is less successful when lengthy explanations and discussions reduce the time available for practical work or when activities and resources are poorly matched to learning intentions. As a result pupils' attention wanders and they do not complete the tasks.
87. The school's present arrangements for managing the subject are unsatisfactory. Whilst the temporary co-ordinator has carefully audited available resources and begun to consider what is required they do not have sufficient subject expertise or management experience to move provision forward. The present scheme of work requires updating in the light of recent national guidance to ensure continuity and progression in the teaching of skills and knowledge. Assessment arrangements to provide teachers with an informed view of pupils' knowledge and understanding, and to track the performance of its pupils more closely is unsatisfactory. Marking is inconsistent and does not often follow school guidance. There is a need to ensure consistency in its application and that teachers' assessments accurately reflect pupils' ability. There are currently no arrangements for monitoring standards within the subject and the school does not therefore have sufficient information about pupils' progress to identify cause for concern or areas for development. Resources are generally adequate and in sound condition but have not been reviewed in the light of curriculum amendments to ensure that they support all aspects and are sufficient for whole class use.

ART

88. Standards of attainment in art by the end of both key stages are in line with national expectations. In lessons and work observed achievement is good overall at both key stages. Pupils at Key Stage 2 use sketchbooks to record progress through the systematic development of drawing skills. Sketchbooks for younger pupils are not in use resulting in less rigorous development and progression of basic skills. There are examples of above average attainment in Year 5 where pupils plan and prepare their designs successfully from direct observation and draw their repeat patterns in the style of the work of William Morris. Pupils use drawing pencils effectively to record fine line detail and most mix and control paint with increasing awareness of harmonising and contrasting colours. Year 1 pupils confidently handle materials and produce weaving of good quality. They know about warp and weft and make informed colour selections. By the end of Key Stage 2 pupils have the opportunity to experiment and explore a wide range of two-dimensional materials and processes, however, modelling skills are less well developed overall. Knowledge and understanding of artists' work develops well across the key stages. For example, the colour wash tree silhouettes in Year 2; sunflowers in the style of Van Gogh in Year 3; and the landscape paintings by Year 6 pupils in the style of the Impressionists. All show sound development in the visual and tactile elements of art. Higher attaining pupils in Year 5 make very good progress through the well-displayed pattern resource board which helps them to look closely at the artist's style and use his techniques in their own work. Lower attaining pupils and pupils with special educational needs make good progress. They receive good support through clear teacher explanation and demonstration on how to improve their work.
89. The quality of teaching and learning is good overall. Two lessons were observed at Key Stage 2 and one at Key Stage 1. There is sufficient evidence from the analysis of pupils' work, displays and talking to pupils to confirm that knowledge, skills and understanding are taught satisfactorily. In the most successful lesson, teacher and support staff work very well together to challenge and motivate pupils with effective questioning, engaging pupils at all levels of attainment in constructive and evaluative comments about their work. The balance between teacher-directed activities and freedom for independent investigation in the best lesson is very good. Where teaching was less inspiring, teachers' knowledge is less secure and links to the work of artists and designers are limited. Attitudes to work are positive because of the good relationships shared between pupils and staff. Teachers' enthusiasm for creative activities contributes well to pupils' good progress and behaviour in lessons.
90. The art co-ordinator is only recently in place and progress in reviewing schemes of work and assessment procedures has not been maintained since the inspection. The good practice seen in lessons observed is inconsistently applied across the key stages particularly in the assessment of pupils' work which is not linked to National Curriculum criteria. Visits to galleries and an art club enhance the curriculum overall.

DESIGN AND TECHNOLOGY

91. Design and technology is mainly timetabled as a block of lessons that are to be alternated with art. During the course of the inspection no design and technology lessons were observed. To provide information about the subject, discussions were held with staff and pupils and planning scrutinised. From the very limited range of pupils' work that was available and the few examples that pupils could recall it is not possible to make a secure judgement about the standards achieved in the subject.
92. The previous inspection found standards slightly above national expectations. In common with many schools, and taking account of the relaxation in national guidance, the school had reduced coverage of the subject whilst concentrating on the introduction of the numeracy and literacy strategies. As a result the range of pupils' experiences has been limited. However, since the introduction of Curriculum 2000 this term the school will need to ensure that the full requirements of the National Curriculum Programme of Study for the subject are met.

93. In Key Stage 1 pupils begin to develop an understanding of the techniques necessary to shape and mould different materials and they recall making clay leaves. They begin to understand that the purpose of design will influence methods of construction and choice of materials. One pupil recalled making a boat, another a see saw that moved whilst another had made a glove puppet at art club. There are also regular cookery sessions that support this process and allow opportunities to observe the effects of heat and the changes that occur.
94. Key Stage 2 pupils develop their understanding and skills as they extend the range of materials and techniques they use. Pupils recall using newspaper and tape to create rigid structures and being amazed at the range of possibilities. They know they need to consider the purpose of products when designing and recall making and testing a string telephone. Younger pupils have neatly stitched and decorated bookmarks with their names showing good care and attention to detail. Year 4 pupils show careful consideration of product purpose when producing plan and elevational drawings of purses and bags.
95. Other subjects also provide additional opportunities for pupils to develop and extend their skills and understanding. Whilst Year 1 pupils weave paper patterns they learn that this also strengthens them. Pupils in Key Stage 2 draw on their knowledge of design and construction techniques to create sound boxes for a science investigation.
96. The current lack of subject co-ordination is unsatisfactory. It has meant that there are currently no arrangements for monitoring standards within the subject or promoting and modelling good practice. The school acknowledges in its development plan the need to review the scheme of work in the light of recent national guidance and requirements. This is necessary to provide teachers with systematic guidance on subject content and coverage. It will also form the basis of the introduction of assessment procedures to ensure continuity and progression.

GEOGRAPHY

97. Attainment by the end of both key stages is in line with national expectations. In a Year 2 lesson, pupils identified human and physical features on the island map of Struay and linked the work to the story of Katie Morag. They constructed a pictorial map representing these key features. Higher attainers demonstrated knowledge of where the river started and finished. In a Year 4 lesson, pupils studied the contrasting locality of Chembakoli, an Indian village, and compared housing there with housing in Britain. However, their conclusions remained superficial and insufficiently informed to enable them to grasp the complexities of a developing country. By the end of Key Stage 2, evidence from discussion with pupils and previous written work indicates that the majority of pupils demonstrate good recall of a number of themes and successfully work on research projects mostly produced at home.
98. The majority of pupils apply themselves well to geography. They are keen to participate in lessons and show interest and curiosity about places. Where tasks are carefully designed, pupils engage well with activities and spontaneously collaborate and discuss the work in hand. Pupils' positive attitudes and good behaviour has a positive impact on their learning in the majority of lessons observed.
99. The quality of teaching is satisfactory with one out of the three lessons observed being good. In the good lesson, learning objectives were clear and well rehearsed with pupils and high expectations were reinforced by the use of examples of how pupils will carry out the work. The teacher intervened positively to support and move individuals forward. Effective preparation of resources and the focus on key vocabulary maximised pupils' learning and enabled them to complete the work independently. In most lessons, work is appropriately linked to pupils' previous knowledge and effective questioning is used to consolidate their knowledge and understanding. However, in one instance, not enough guidance and sufficient and careful intervention was used to ensure that pupils' conclusions and perceptions when comparing places were reached without falling into the trap of stereotyping and simplistic views.

100. The school is currently piloting the Qualifications and Curriculum Authority (QCA) scheme. Assessment procedures are unsatisfactory. They have not been clearly defined and the co-ordinator is not involved in any monitoring of teaching and learning. Very little recording exists of pupils' fieldwork experience and there are no development planning processes enabling the co-ordinator to identify priorities for improving standards.

HISTORY

101. Three lessons in Key Stage 2 were observed. On the basis of discussion with pupils and the co-ordinator and analysis of work available, attainment for the majority of pupils is in line with national expectations by the end of both key stages.
102. Pupils in Year 1 and 2 demonstrate knowledge and understanding of changes in the use of parts of the school building. Pupils in Year 3 demonstrate knowledge and understanding of some of the events and historical personalities in their study of the Romans. Higher attainers have a good grasp of how primary and secondary sources are used and of how history can be interpreted from different perspectives. This knowledge is further extended when they write different accounts of the role of Boudica in the war against the Celts. Middle and low attainers sequence the story and complete the text with support from the teacher. In Year 5, pupils show understanding of how some artefacts were used during Victorian times and identify changes since then.
103. The majority of pupils show positive attitudes towards the study of history. They listen attentively and are keen to demonstrate their understanding and knowledge of the topics. Pupils in Key Stage 2 are motivated and show interest and curiosity in the use of artefacts. However, some pupils show a lack of self-discipline, particularly when they move to another activity or break for independent tasks.
104. The quality of teaching is satisfactory. One of the three lessons observed was good. In the good lesson, effective methods and explanations were used to convey concepts of primary and secondary sources, learning objectives were clear and implemented through carefully designed activities which were appropriately matched to different abilities and effectively harnessed to develop literacy skills. This lesson was a marked improvement on a previous one and where the teacher had made good use of feedback from the inspection. In another lesson, good use was made of historical artefacts, photographs and texts to bring the subject alive and illustrate how information can be gleaned from different sources.
105. The school is currently piloting the QCA scheme. The curriculum for history is enhanced by a number of visits to the British Museum and other venues such as Ingatestone Hall and the toy museum in Bethnal Green. Assessment procedures are unsatisfactory. They have not been clearly defined and the co-ordinator is not involved in any monitoring of teaching and learning. There are no development planning processes enabling the co-ordinator to identify priorities for improving standards.

INFORMATION TECHNOLOGY

106. At the time of the previous inspection few computers were available to pupils and their experience was therefore limited. Since then an increase in the number of computers has led to a rise in standards. By the end of Key Stage 1 pupils are now achieving standards that are broadly in line with expectations; although by the end of Key Stage 2 they are still below. Younger pupils quickly gain confidence and skills as a result of improved provision. Older pupils are often still at the stage of developing initial skills rather than building upon them in more advanced tasks. The school hopes that the recent opening of the very well equipped computer suite coupled with intended developments should lead to further improvement. A strength of the subject is the enthusiasm generated by the opportunities available in the computer suite and excitement at the possibilities it creates.
107. In Key Stage 1 pupils learn to log on and off the system. They begin to recognise icons on the toolbars and select options and menus by double clicking the mouse. In a Year 1 lesson, pupils used a template to create a party invitation by manipulating text and illustrated it freehand using a

paint option. They moved the cursor confidently and experimented with highlighting and deleting text. Year 2 pupils further develop control as they use drawing and infill techniques to mirror a clown's face. Most achieve a reasonable facsimile and are able to apply what they have learnt to creating a symmetrical butterfly. Pupils make rapid progress within their lessons as they recall what they already know and experiment with new options without fear of failure.

108. Pupils in Key Stage 2 are also new to the system and have to be guided through the log on and off procedure. Pupils in Year 3 emulate their notebook drawing of Van Gogh's 'Sunflowers' using spray, draw and paint options. As they become more confident some discover how to place pre-formed shapes to create stems or flower centres. Older pupils adapt an advertisement to make it more interesting by changing the colour, fonts and text. Most know how to save their work but some have trouble double clicking to select options. Pupils in Year 5 learn how to replace the title on a newsletter template before locating and importing a picture of Queen Victoria to fit into the text. Most are able to drag and size the picture to fit the space. Year 6 pupils copy text from their drafts and learn how to insert them into the speech bubbles on a cartoon strip template. They know how to select different fonts and are shown how to import paint techniques to create pictures. Some choose to create these free hand and others select library images.
109. Pupils talk confidently about their previous use of information technology and are excited at the opportunities provided by the new suite. Many have access to a computer at home and explain what they recognise and have already learnt to do. Pupils co-operate well taking turns to use the keyboard and in many instances actively work together on the task they have been set. Most pupils are attentive to their teachers and there are clearly good relationships. Occasionally whilst waiting for support pupils' attention wanders.
110. Overall teaching is good with two out of every ten lessons being very good. In the better lessons teachers are careful to ensure that they move quickly from brisk, clear introductory explanations through guided access to hands on use by pupils ensuring learning moves forward. Teachers make good use of questioning to check pupils' understanding and direct their thinking. Through careful preparation they ensure that they are able to deal with queries and swiftly correct errors. It is less successful when lengthy explanations or uncorrected faults allow attention to wander and reduce the time available for hands-on practice, or when demonstrations are made on a screen too small for the whole class to see. This adversely affects the pace of the lesson and the quality of learning. Pupils, including those with special educational needs, are well supported by their teachers and teaching assistants. This ensures that they make good progress in their learning. In classes where there is no additional support it is often impossible for the teacher to deal with all the problems that arise which leads to inattention and loss of pace.
111. The recently appointed co-ordinator is committed and enthusiastic. Staff training has ensured that confidence has been raised and more is planned to develop this further. At present there is no formalised scheme of work for the subject although staff are drawing on recent national guidance. This is needed to ensure continuity and progression within the subject and coverage of the strands of the National Curriculum. Assessment arrangements are unsatisfactory. Teachers are at an early stage of having a clear view of what pupils already know, understand and can do. The lunch time robotics club provides a valuable opportunity for a small group to develop their controlling and modelling skills as they program the buggy's control chip.

MUSIC

112. By the end of Key Stage 1 pupils' attainment in music is in line with national expectations and exceed them in Key Stage 2. In a Year 2 lesson, pupils explored different sounds when they used a range of instruments. They named most of the well-known instruments and experimented with them to produce soft and loud and fast and slow sounds. They showed knowledge of how some of the instruments are used and how the sounds could be changed following mimed instructions from the teacher well. In a Year 6 lesson, pupils performed rhythmic patterns around a steady beat and explored how sounds could be organised. They used musical notation and performed a series of beats to fit into a rhythmic pattern while responding to different overlapping patterns. In assemblies, pupils sing in tune and with expression to the accompaniment of a piano and guitar. They know a good repertoire of songs.

113. The majority of pupils make good progress as they are increasingly exposed to a range of opportunities of instrumental practice. This is attributed to a great extent to expertise among staff who take the lead in musical assemblies. All the pupils taking part in extra musical tuition enjoy the sessions and are highly motivated and keen to improve their skills.
114. Pupils' attitudes to music is very good in both key stages. They participate in lessons with real enjoyment, and persevere in their efforts to improve their performance. They work well together showing respect for each other and collaborate effectively in group performances. They treat instruments with care and readily help when these need to be moved or stored away. Older pupils help operate the overhead projector during assemblies and support younger children with gestures to help them memorise the words.
115. The quality of teaching is good overall. Lessons are planned and structured effectively, providing appropriate challenge and guidance and successfully enthuse pupils for the subject. Lessons are appropriately introduced with reference to skills and knowledge acquired previously and provide ample opportunities for pupils to practise and improve their performance. Pupils are provided with good demonstrations of technique and explanations of how to produce a particular effect. Good use is made of key questions which are closely related to the learning objectives and enables pupils to consolidate their knowledge and skills progressively. The teaching provided by the peripatetic teachers is of high quality and contributes to the high profile of the subject in the school.
116. The provision for music is greatly enhanced by the range of extra-curricular opportunities on offer. This includes a school orchestra, a choir and two recorder clubs apart from the wide range of instrumental tuition throughout the week. Older pupils have participated in events, such as the Redbridge Music Festival at the Albert Hall and have sung at a home for the aged. The school makes good provision for regular singing for the whole school in assemblies dedicated for this purpose. Resources for music have been recently improved to provide a multicultural dimension to provision. The co-ordinator uses her knowledge and expertise well in conjunction with other staff. However, co-ordination of the subject in monitoring standards is unsatisfactory.

PHYSICAL EDUCATION

117. Attainment in physical education at the end of both key stages is broadly in line with expectations. Pupils study games, dance and gymnastics at both key stages and additionally, athletics, outdoor activities and swimming by the end of Key Stage 2. During the inspection only lessons in gymnastics and outdoor games skills were seen. There is sufficient evidence from the planned scheme of work to confirm that other areas of activity are taught effectively. Achievement is satisfactory across the key stages for all levels of attainment including pupils with special educational needs.
118. At Key Stage 1 pupils travel with, receive and send a ball in a range of ways. In a Year 2 lesson, pupils made good progress in catching and bouncing a football individually and in pairs and developed this activity while they travelled in different directions. Lower attaining pupils have limited co-ordination between hand and eye, however, they are given appropriate support to improve their skills. Higher attaining pupils show satisfactory levels of throwing and catching though the opportunity to practise these skills at different levels is limited. Older pupils are encouraged to reinforce gymnastic skills in floor and apparatus sequences. The majority of pupils show good levels of understanding in varying speed, level and direction when they work individually and in a group. Most pupils understand physical education language, for example, 'warm-up' and 'jogging' and the majority understand the importance of listening carefully to instruction and moving safely in a group. However, a significant few are chatty and lack concentration and this impacts unfavourably on the pace of learning overall. The majority of pupils sustain reasonably vigorous activity and boys and girls have similar levels of endurance.
119. The quality of teaching and learning is satisfactory overall and good in Year 6. Both teachers' planning and management of pupils supports learning well. Teachers have positive relationships with pupils. Lessons proceed at a steady pace. In the most successful lesson, pupils were given good opportunities to warm up, practise and reinforce their movements and sequences.

Teachers' questioning and regular intervention to demonstrate new skills is appropriate. However, a few lessons lack pace and a few higher and average attaining pupils are underachieving because they have insufficiently focused explanation on how to improve and extend their ideas. Pupils' attitudes to physical education are good. They are keen to take part and are generally well motivated in lessons. Cool-down and evaluation activities are inconsistent in lessons at both key stages and many pupils are unsure about the short-term effects of exercise on the body.

120. The school has made satisfactory progress in planning a scheme of work since the previous inspection. However, assessment is not closely linked to National Curriculum criteria. The physical education curriculum and resources are enhanced though local community tennis and football coaching, competitive team sport and an appropriate range of clubs for boys and girls both during and after school.