

INSPECTION REPORT

CLEVES PRIMARY SCHOOL

EAST HAM, LONDON

LEA area: NEWHAM

Unique reference number: 102760

Headteacher: Ms. Brigid Jackson-Dooley

Reporting inspector: Roderick Passant
RGI No.2728

Dates of inspection: 25-09-2000 - 29-09-2000

Inspection number: 224322

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Arragon Road,
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Appropriate authority: The Governing Body

Name of chair of governors: Ms Kim Silver

Date of previous inspection: 23/02/1998

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|------------------|----------------------|--|--|
| Rod Passant | Registered inspector | Physical education | How high are standards? |
| | | Under-fives | How well are pupils taught? |
| | | | How good are the curricular and other opportunities? |
| | | | How well is the school led and managed? |
| Sarah McDermott | Lay inspector | | How well does the school care for its pupils? |
| | | | How well does the school work in partnership with parents? |
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| | | Information and communication technology | |
| | | Geography | |
| | | Music | |
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REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 7 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| HOW HIGH ARE STANDARDS? | 12 |
| The school's results and achievements | |
| Pupils' attitudes, values and personal development | |
| HOW WELL ARE PUPILS TAUGHT? | 17 |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 18 |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 20 |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS | 22 |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 23 |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 24 |
| ENGLISH AS AN ADDITIONAL LANGUAGE | 25 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 26 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 30 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is much bigger than average with 450 pupils on roll. Well over half the pupils speak English as an additional language and of these about a half are at the earlier stages of learning the language. The number of pupils who enter or leave the school, other than on entry to early years, is high, about a one-fifth of the school's population. Over half the pupils are eligible for free school meals, which is well above the national average. The school is committed to inclusive education and is one of the very few schools in the country to include pupils with severe and profound special needs in a mainstream primary school. It is the Local Education Authority's policy to 'make it possible for every child whatever their special educational needs to attend their neighbourhood school and to have full access to the National Curriculum and to be able to participate in every aspect of mainstream life and achieve their full potential.' As a result, the overall percentage of pupils with special educational needs is well above the national average.

The school's organisation differs from that of most primary schools. The school is divided into four teaching 'wings'. Each wing accommodates a team of teaching and support staff who work with two year groups of pupils. There is an early years wing for very young children in the Foundation Stage and separate wings for infant, lower and upper-junior aged pupils. The work of each wing is co-ordinated by a team leader and there is some specialist teaching within the wings.

Children have very limited language skills when they enter the Foundation Stage. They make good progress whilst they are in the early years provision but many still have low levels of literacy skills when they enter Year 1.

HOW GOOD THE SCHOOL IS

The school is very effective. The overall quality of teaching is good and there is committed teamwork so that pupils are effectively supported. Across the school there is very good leadership and management. There is a sustained focus in the school on raising pupil achievement. Overall, pupils make good progress. By the age of eleven standards in the National Curriculum tests are well below the national average in English and mathematics but show steady improvement. The school has a powerful ethos. Pupils demonstrate considerable maturity and respect for others which stems from the inclusive nature of the school. The school provides good value for money. Aspects such as the commitment of staff, the overall quality of leadership and pupils' attitudes are very good.

What the school does well

- The school creates a culture where pupils show impressive attitudes, of kindness and respect towards each other. It is a racially harmonious community. Equal opportunities as they are lived out in the daily life of the school are of a very high order.
- The relationships throughout the school, including those modelled by adults, are of high quality. This creates a calm community in which pupils' self respect, dignity, confidence and achievement are consistently fostered.
- The headteacher provides excellent leadership. There is high quality leadership and management across the school by the deputy head and team leaders.
- The provision for very young children is of high quality. It offers a rich range of learning experiences and is consistent in fostering and developing children's language.
- Teachers plan their work carefully within their teams using good quality assessment information. What they teach engages pupils' interest and overall, is usually matched well to pupils' abilities.
- The school has good and effective links with parents. It is the community focal point for many families.

What could be improved

- Ensure pupils capable of higher attainment are consistently given work which provides challenge particularly in mathematics but also in English.

- Continue to develop systems so that pupils have a clearer understanding of what they need to do in order to improve and are set targets for improvement particularly in their writing.
- Consistently foster pupils' skills to work independently and to carry out their own research.
- Provide more opportunities for pupils to work in groups so that they are able to talk, discuss, share and rehearse their ideas. Develop opportunities where pupils present their ideas to the rest of the class in a more formal manner.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998. The school was judged as giving pupils an acceptable standard of education but had serious weaknesses because of the low standards in English, mathematics and science. The school has made significant progress since the previous inspection. Although standards are very low in English and mathematics compared to the national average they have shown steady improvement. Standards in science have shown good improvement. The trend for improvement is above the national trend. The weaknesses identified in the management of the school have been addressed and there is now a very strong, sustained, corporate focus on raising attainment. The governing body have established an Achievement Committee to focus on achievement in the school. Assessment systems have improved and effective use is now made of assessment in planning work. The National Literacy and Numeracy Strategies have been effectively implemented and are helping to raise standards. The school makes very good use of the analysis of test data to monitor progress in raising standards and setting itself targets.

STANDARDS

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

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|--|
| | all schools | | | similar schools | |
| | 1997 | 1998 | 1999 | 1999 | |
| English | E* | E* | E* | E | well above average A above average B average C below average D well below average E very low in comp with national average E* |
| mathematics | E* | E | E* | E | |
| science | E* | E | E | C | |

By the age of eleven standards in English and mathematics are very low, in the lowest five per cent of school nationally when compared to all schools. Standards in science are well below average but the performance of pupils achieving the higher levels in science was above average. 'Similar' schools are schools where the percentage of pupils eligible for free school meals is broadly the same. They do not necessarily have the same high proportion of pupils with special educational needs or the other characteristics of Cleves Primary School.

Although standards in English dip in 1999, they show steady improvement since 1996. The 2000 results indicate further improvement with a half of pupils achieving the expected standard. In mathematics there has been a similar steady improvement. In the Science 2000 National Curriculum tests the results are below average when compared to the 1999 results but close to it (at the time of the inspection national averages for 2000 were not available). Appropriately challenging targets are set for pupil achievement in

the National Curriculum tests in association with the local education authority and the governing body and are based on detailed pupil assessment.

The school carries out detailed analysis of the National Curriculum tests showing how different groups of pupils perform. Analysis of the 2000 results show that when the performance of pupils is considered without including those pupils with special educational needs on stages three and above, then the performance of pupils is close to the 1999 national average.

Across the school pupils make good progress in reading and at least sound progress in writing and in speaking skills. Pupils with special educational needs make good progress against their literacy targets. Older, able pupils need to write more. There are some weaknesses in handwriting with older pupils. Pupils in Year 5 write vividly and are attempting to use complex sentences. In mathematics pupils make steady progress and cover the expected work in number, algebra, shape, measures and handling data. There is little evidence of problem-solving activities. The work for the most able pupils does not present sufficient challenge in some lessons. Pupils develop skills in handling numbers confidently in the oral parts of lessons but are less confident when they have to work things out on paper. In science the majority of pupils are able to carry out a fair test and there has been very good improvement in the quality of investigative work since the last inspection.

Standards in other subjects are broadly in line with national expectations. Pupils, in the main, achieve well and make good progress.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils have very positive attitudes to learning. They are interested in their work. They take pride in the school and enjoy the opportunities the school provides. |
| Behaviour, in and out of classrooms | Behaviour for the majority of pupils is good. Individual pupils can present challenging behaviour but there are clear procedures and teachers manage behaviour well. Other pupils are not distracted by the poor behaviour of an individual. The incidence of exclusion is very low. |
| Personal development and relationships | Relationships, including those modelled by adults are of a high quality. Pupils have a mature social awareness towards individual difference. They show a high degree of sensitivity towards other pupils. |
| Attendance | Attendance is good and has improved year on year. It now stands at above the national average. |

The school is a calm community. Pupils' self-respect and confidence is fostered consistently. Pupils reported that bullying did not occur. Opportunities for pupils to display initiative and work together are sometimes restricted. They often work together in groups but there are fewer opportunities for them to work collaboratively.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|--------------------|-----------------|
| Lessons seen overall | Very good | Satisfactory/sound | good |

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

Overall, the quality of teaching is good. It was satisfactory and above in 96 per cent of lessons seen. It was very good in 24 per cent, good in 43 per cent and satisfactory in 29 per cent. Teaching was unsatisfactory in one per cent and poor in three per cent of lessons. Good teaching was seen across the school and in all subjects.

Across the school there are significant strengths in the quality of teaching. The broad range of ability presents significant challenge to teachers. The quality of planning is, overall, good and ensures effective support through seamless teamwork. The very rare instances of unsatisfactory or poor teaching resulted from somewhat muddled planning. Teaching of literacy for infants is sound with some good lessons observed. The teaching of literacy for pupils of junior age is good. Mathematics is taught satisfactorily across the school. Pupils capable of higher attainment need more consistent challenge in mathematics and some aspects of English. Marking is usually supportive and encouraging but does not always give pupils a clear idea of what they have to do to improve.

Overall, the teaching in other subjects is at least sound and sometimes good.

Pupils with special educational needs make good progress against their targets because of the carefully planned lessons and the targeted support. Pupils with English as an additional language make good progress. In the best teaching there is effective collaboration with the class teacher and the specialist English as an additional language teacher.

As a result of the very good teaching children in the Foundation Stage make good, often very good progress. Infant aged pupils make steady progress and older pupils make good progress because teachers are clear about what they expect pupils to learn and teaching methods are effective.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The quality and range of the curriculum is good. Teachers work hard to ensure that what is taught is interesting and meets statutory requirements and is balanced. Investigative work has developed well in science. There are fewer opportunities for collaborative work in other subjects. Independent research skills require further development. The extra-curricular programme is very good and the school makes good use of resources within the community to motivate and add interest to the pupils' work. |
| Provision for pupils with special educational needs | The provision for pupils with special educational needs is very good. Pupils with a wide range of disabilities are fully included in all aspects of school life. Some pupils with profound disability require a sensory or therapeutic curriculum. The school sensitively balances these individual requirements whilst ensuring that they have full access to the curriculum. |
| Provision for pupils with English as an additional language | Pupils with English as an additional language have appropriate access to the full range of opportunities. The provision is good. Assessment information is used effectively to guide planning. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Overall the provision is very good. The provision for spiritual development is good as is the provision for cultural development. The provision for social development is of high quality and is closely inter-linked with the very good provision for moral development. |

| | |
|--|---|
| How well the school cares for its pupils | The care and support by the school for its pupils is very good. It is extremely supportive and caring. All pupils are valued. |
|--|---|

The school has good and effective links with parents. It is the focal point of the community for many families. The parents feel that the school has improved considerably over the last few years. Parents support the school in many ways. They appreciate the school's ethos.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher provides outstanding leadership. There is a very clear direction for the school and a consistency in the way the aims of the school are met. The overall quality of leadership and management across the school is very good. Team leaders and subject co-ordinators carry out their responsibilities very well. There is a sustained focus on raising achievement. All members of staff are thoughtful about their work and want to improve. There is, amongst all staff across the school, effective teamwork. |
| How well the governors fulfil their responsibilities | The governing body is very committed to the school and its philosophy and is carrying out its duties effectively. It has a clear understanding of governance. There is a focus through the Achievement Committee on raising standards. |
| The school's evaluation of its performance | Members of the senior management team very effectively monitor the quality of teaching and learning. The school development and improvement plan has a sharply defined focus on standards. Assessment evidence and analysis of test results are used very effectively to monitor and compare progress. |
| The strategic use of resources | The school makes very effective use of its resources including specific grants. |

Accommodation is used well. Resources are good and there is a very good match of teachers to the needs of the curriculum. The team organisation allows teachers to teach to their strengths and new members are effectively supported. Support staff work very effectively alongside teachers. The principles of obtaining best value for money are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • Their child likes school. • They feel comfortable about approaching the school. • The school is helping their child become mature and responsible. • Behaviour in the school is good | <ul style="list-style-type: none"> • Their child does not always get the right amount of work to do at home. • Some concern about the progress their child is making |

The inspection team agrees with the positive views of the parents. A large percentage of parents have concerns about the inconsistent setting of homework. Homework is set but the school's policy on homework is not made sufficiently clear to parents. A few parents feel that their children are not making as much progress as they should and that teaching is not always good. The team has come to the conclusion that the learning of pupils is good, although a few of the more able are sometimes not challenged sufficiently. Good teaching is seen across the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. A special feature of the school is its inclusive approach. The school has a very high percentage of pupils speaking English as an additional language. The percentage of pupils identified as having special educational needs, including statements, is well above the national average. In addition the school has a relatively large number of pupils who enter and leave at various points during the school year.
2. Many children starting the Foundation Stage have limited skills, particularly in language. Children make good, often good progress in the Foundation Stage along the steps towards achieving the goals for five-year-olds but although the majority attain satisfactory social, creative, physical skills and improved numerical skills many children still have low levels of literacy skills and limited knowledge and understanding of the world around them.
3. By the age of seven the percentage of pupils reaching the expected level in reading, writing and mathematics in the National Curriculum tests was well below the national average in 1999. The percentage of pupils achieving higher levels in writing was above the average. When averaged over the four years, 1996 to 1999, the performance in reading and writing by the age of seven was very low in comparison with the national average. In mathematics the performance was well below the average. When the average point score is compared to schools having a similar percentage of pupils eligible for free school meals, the performance of pupils was well below average in reading and below average in writing and mathematics. The percentage of pupils achieving the expected level in science teacher assessments was below average compared to similar schools, although the percentage of pupils achieving above expectations was very high in comparison to these schools.
4. The National Curriculum tests in 1999 for pupils aged eleven show that in English and mathematics the percentage of pupils reaching level 4 and above was very low in English and mathematics in comparison to the national average. Performance in these two subjects was in the lowest five percent of schools nationally. In science it was well below the national average. The percentage of pupils reaching level 5 or above was well below the average in English and mathematics but above average in science. When the results of the tests are averaged over four years the performance of pupils in all three subjects was very low compared to the national average. When the results are compared to similar schools using the average National Curriculum point score the results are well below average in English and mathematics but broadly in line in science. The percentage of pupils obtaining the higher levels was broadly in line in English and well above in science.
5. At Key Stage 1 standards in writing show a steady improvement since 1997 and standards in reading have improved on the 1997 level. The National Curriculum tests for 2000 show further improvement in pupils' performance, particularly in the percentage of pupils achieving the higher levels. In the reading comprehension and the writing tests it is girls who are achieving the higher levels.
6. Although pupil performance at the age of eleven shows a dip in 1999, standards in English show improvement since 1996. The 2000 results indicate further improvement with a half of the cohort achieving level 4 or above. Overall, there has

been steady improvement in standards of attainment in English since the last inspection.

7. In mathematics there has been a similar steady improvement. During the four years leading up to 1999, pupil performance has improved steadily for pupils aged eleven, with a similar picture at for seven-year-olds, except in 1999, where there was a dip in performance. Results for 2000 indicate that the trend in standards of attainment continues upward for both key stages.
8. In science there has been good improvement at both key stages which continued in the 2000 tests and teacher assessments. Just under three quarters of eleven year olds reached the standard expected nationally, with two fifths achieving a higher standard. Standards are below average although close to it compared to the 1999 national averages (the national average for 2000 was not available at the time of the inspection) but the number of children achieving a higher level is above national expectations.
9. The trend for improvement in the school's average National Curriculum points for the core subjects of English mathematics and science was above the national trend. The school carries out detailed analysis of the National Curriculum tests showing how different groups of pupils, for example, pupils who speak English as an additional language, perform and progress from the age of seven to eleven. Analysis of the 2000 test results for eleven year olds show that the percentage of pupils achieving the expected level who are not on the register of special educational needs at stages three to five, though still below the 1999 national average, is close to it in English and mathematics.
10. The school has implemented an effective literacy action plan specifically to raise attainment. Throughout the school, there is good implementation of the National Literacy Strategy and as a consequence pupils make good progress in reading and at least sound progress across the key stages in their writing skills and speaking and listening skills according to their abilities. Pupils on statements make good progress. Pupils, whose first language is not English, make very good and at times, exceptional progress in English. This is achieved by the high quality of the targeted provision for such pupils. Pupils who have severe learning difficulties also make very good progress in relation to their learning targets.
11. Pupils of average to above average ability in Key Stage 1 make good progress in reading, developing a range of skills to tackle unknown words. They develop an enthusiasm and enjoyment for stories. All pupils are encouraged to develop their skills of using a reference books and dictionaries. Pupils make satisfactory progress in their writing skills. The majority of pupils of average and above average ability, as well as many of the less able, are developing consistency in the size of letters, which are usually correctly orientated with words accurately spaced. In Year 2, pupils can write known stories together and compose short pieces of writing as part of their class work. The writing framework used by the school has raised the standards of pupils' work in terms of their ability to create and write stories which are familiar to them. A minority of boys need more direction and guidance.
12. The majority of pupils with average to above average ability in the junior school read with fluency and expression and make good progress. Some able pupils do use inference and deduction to determine the author's meanings but there are few opportunities for the majority to develop these skills. Most pupils can locate information in non-fiction texts and can use reference books including dictionaries and

thesauri. Pupils with special educational needs are using their knowledge of letter blends and clusters to decode words and they make good progress and achieve well against their individual targets. They are able to use reference material when supported by learning assistants, or classroom support teachers.

13. Pupils in Key Stage 2 develop a sound range of writing skills and make steady progress. With appropriate support all pupils can compose persuasive, non-narrative writing. However, it is only the average to above average pupils who can do this independently. They use the appropriate range of punctuation within sentences and some organise their work in paragraphs when appropriate. Pupils are developing a sound knowledge of grammar and use grammatical terminology well. Some pupils in Year 5 write vividly and are attempting to use complex sentence structures. There are weaknesses in handwriting. Able pupils need more encouragement to increase the amount they write. The newly implemented writing programme which has been put in place alongside the National Literacy Strategy to target overall low standards of writing throughout the school for different groups of ability, is designed to address these weaker aspects.
14. In the 1999 teacher assessments for speaking and listening for pupils aged seven, teachers judged pupils' skills as very low in comparison with national standards. The low levels of attainment in speaking and listening are explained by the inclusion of a significant majority of pupils who have English as an additional language and a proportion of pupils who have severe learning difficulties. For pupils who are of average and above average ability, standards are at least in line with national expectations. Some pupils achieve above the national expectation.
15. At Key Stage 2 pupils' speaking and listening skills are satisfactory overall. Where drama is used speaking and listening skills are very good for all pupils. The contribution of drama to pupils' progress in speaking and listening is significant and needs to be extended so that more challenging and independent opportunities can be provided to consolidate pupils' skills in direct talk. Although pupils can collaborate in small groups to share ideas, generally levels of discussion are low and more opportunities need to be provided for pupils to complete tasks as a group. Generally pupils lack the ability to present an idea or address the whole class group. At times pupils, although having interesting things to say, do so in voices that are sometimes inaudible.
16. At the end of Key Stage 1 work in mathematics is generally within the level 2 range expected nationally but there is a lack of confidence in using larger numbers. There is evidence of work covered across the attainment targets but for lower attaining pupils this work is often of a poor standard. For higher attaining pupils there is little evidence of work that addresses level 3 criteria. There is evidence of progress being made for all pupils, but a lack of challenge for the more able.
17. By the end of Key Stage 2 pupils have made progress and are covering the expected range of work in number, algebra, shape, measures and handling data. Pupils are using a range of strategies successfully, for example, approaching multiplication and division calculations in a variety of ways. There is little evidence of problem-solving activities.
18. The structure of the daily mathematics lesson in the National Numeracy Strategy is enabling pupils to develop skills in handling numbers confidently in the oral parts of lessons. Pupils are less confident in committing calculations to paper and the school needs to consider how best to build on the enthusiasm demonstrated in the oral parts

of lessons in order to improve attainment on paper. Work for the most able pupils is less well matched in some lessons and teachers need also to consider how best to offer consistently demanding work to these pupils.

19. The standard of science work of seven-year-old pupils seen in classrooms during the inspection is in line with standards expected for pupils of their age group. By the age of seven, pupils who have attended the school throughout the key stage have made good progress and have an understanding of materials, forces, plants, the human body and its needs. They can sort and classify materials, record the results of an experiment and higher attaining pupils could conduct a fair test and could predict and record which metals were attracted to magnets.
20. By the age of eleven, pupils who have attended the school for a significant length of time make good and in some cases very good progress in science. As well as continuing curriculum coverage Year 6 science consists of National Curriculum test revision based upon in-depth analysis by the staff of previous National Curriculum test papers and scientific enquiry. These investigations are completed collaboratively or independently and involve a fair test, which the majority of pupils are able to carry out successfully. Pupils have a wide scientific vocabulary and are able to use the computer to produce graphs. In a test about germinating seeds the higher achievers, a third of the class, could select the conditions and materials needed, the evidence to be gained and the appropriate form in which to present the data. There has been very good improvement in the quality of investigative work since the last inspection.
21. Long-term science planning and lesson activities for pupils with special needs is focused on targets in the pupils' individual education plans. Teachers liaise very effectively with well-qualified support staff to ensure that work is matched to the needs of all the pupils. As a consequence, pupils with special educational needs make good progress in science.
22. Pupils with English as an additional language are supported effectively in science because the English as an additional language teacher often works with a small group of targeted pupils, ensuring that they understand the scientific terminology and the specific language demands of the subject.
23. By the age of seven and eleven the majority of pupil achieve standards in art and design and technology, history, information and communication technology, music, physical education which are broadly in line with national expectations. Attainment in geography is in line with expectations although the standards achieved in written work are below average and the work can be limited to lists and ticks on worksheets. Attainment in religious education is broadly in line with the criteria of the locally agreed syllabus.

Pupils' attitudes, values and personal development

24. The early years wing is a very secure environment where children are valued. There is a careful induction to the setting and clear parameters are set. Expectations of what the children will do and the way they will behave are high. The early years wing is a rich and stimulating environment and as a consequence of all these factors, children develop very good attitudes to work and to each other.
25. In the main school, teachers work hard to ensure that the work pupils carry out is interesting and appropriately challenging. As a result pupils develop very positive

attitudes to learning. Attitudes in lessons are generally good. Pupils are interested in their work. It is only in the very rare occasions where the planning of the lesson is muddled that pupils' attitudes and behaviour slips from the normal good standards. They enjoy the curricular and extra-curricular opportunities presented by the school and take considerable pride in it.

26. The school creates a culture where pupils show very impressive attitudes, of kindness and respect towards each other. Throughout the school relationships, including those modelled by adults, are of high quality. This creates a calm community in which pupils' self respect, dignity, confidence and achievement are fostered consistently. Pupils reported that bullying did not occur but if it did pupils are very confident that it would be dealt with swiftly and effectively. The school is a racially harmonious community. Pupils have a mature social awareness towards other pupils' differences. They show impressive kindness and consideration towards other pupils with a high degree of sensitivity towards how another pupil may be feeling. An older pupil asked with genuine concern of a younger on the verge of tears, 'Do you want your mum?' This concern for others, rooted in the unique quality of the school's ethos is very powerful. One parent at the parents' meeting stressed that his young daughter was not frightened by individual pupil difference and talked about what other children could do rather than what they could not. All pupils are included fully into the life of the school.
27. Behaviour around the school and in lessons, by the majority of pupils, is generally good. Individual pupils can present challenging behaviour but there are clear procedures and systems in place and teachers manage pupils' behaviour well. A feature of the school is the way that other pupils ignore the poor behaviour of an individual and do not let it distract them from the work in hand. The incidence of exclusion is very low. One pupil was excluded in the period 1999-2000.
28. Whilst pupils' social awareness is very high, opportunities for them to display initiative and work together co-operatively are restricted. Pupils work together often in groups but there are fewer opportunities for collaborative work or work requiring an independent approach. In science there are good opportunities for experimental and investigative work but across the curriculum, for example, in mathematics, opportunities are more limited. When given the opportunity, as in a drama lesson, they demonstrate that they can work collaboratively with consequent gain in speaking and listening skills. Pupils are very used to working alongside adults who may be providing support to another pupil but the presence of so many adults can add 'weight' to a learning context and inadvertently lead to some restriction on the development of independent learning skills unless specifically addressed.
29. The attendance of pupils is good. The attendance rate has improved year on year. In 1999/2000 it stood slightly above the national average compared to the national average for 1998/99 and above the average attendance rate for the borough of Newham. There was very little unauthorised absence last year. The school has a substantial number of pupils with health and medical problems related to their special educational needs, which makes the good attendance rate particularly significant. The school has been working very well with the education welfare officer to promote and check attendance. This consistent and rigorous monitoring is now paying dividends. The good attendance of the pupils is having a positive effect on their educational achievement.

HOW WELL ARE PUPILS TAUGHT?

30. The quality of teaching is very good in the Foundation Stage. It is sound in Years 1 and 2. In the lessons observed in these years four out of ten had good features. The quality of teaching in Key Stage 2 is good. Overall, the quality of teaching is good. In the lessons observed there were very few which were unsatisfactory. Pupils make good and often very good progress in the Foundation Stage. They make steady progress in Years 1 and 2 and good progress in Key Stage 2, generally achieving well in relation to their targets or prior attainment.
31. Teachers work hard to ensure that lessons are interesting and that the work engages pupils. As a result, pupils' attitudes and behaviour in lessons are generally good. Teachers are very skilled at managing pupils and reinforcing good behaviour in a positive manner. Praise is used very effectively to motivate pupils and build their confidence and sense of self-esteem. Learning intentions for lessons are clear and usually shared with pupils so that they have an understanding of what they are doing and why. Teaching methods are effective. As a result pupils work effectively and usually at a good pace.
32. In the Foundation Stage all adults are very skilled at developing and exploiting every situation for its language potential. The result is a very rich language environment. Teachers listen to children carefully and consistently reinforce children's sense of self-esteem so that children make good progress along the steps to achieving the goals for five-year-olds, often achieving very well. This process is supported well by shared on-going assessment.
33. Pupils with special educational needs, including those with profound and severe learning difficulties, make good progress against the targets set for them in their individual educational plans and achieve standards which are consistent with their prior attainment. This is the result of very carefully and collaboratively planned lessons focusing clearly on specific targets and the very high quality support they get from the teachers and well-qualified support assistants. All staff involved, including the support assistants, assess and evaluate this progress monthly. The process is monitored and evaluated by the Deputy Head who is the special educational needs co-ordinator responsible for the levels of support and provision throughout the whole school.
34. Pupils for whom English is an additional language make good progress. The quality of teaching provided by the specialist teachers is at least satisfactory and sometimes good. In the best teaching, there is effective collaboration between the class and the English as an additional language teacher, with both taking the lead in specific activities. There is a clear focus on specific language demands when the English as an additional language teacher is working with a small group of targeted pupils. This was well exemplified in a number of science lessons where the use of visual aids and the emphasis placed on explaining subject terminology was a strong feature.
35. Across the school there are significant strengths in the quality of teaching. The nature of the school and the broad range of ability in classes provide significant challenge to teachers. For the majority of pupils to make at least satisfactory progress requires consistent teaching of quality. For example, standards in music are broadly in line with national expectations and pupils make at least satisfactory progress even though teaching in music is good and often very good. In a different school one might have expected a significant link between good and sometimes very good teaching and higher than average standards.
36. Teachers are very committed workers and plan effectively as a team. Planning, guided by detailed assessment information, is good and usually ensures a good match to

pupils' needs and that the learning is progressive. The detailed planning not only ensures that learning support assistants provide very effective support but also seamless teamwork where adults are clear as to their role. In the very few lessons where teaching was less than satisfactory the planning, normally very clear, was somewhat muddled so that the pupils became confused as to what they were doing.

37. Teaching of literacy is sound at Key Stage 1 and good at Key Stage 2. Weaknesses identified in the previous report concerning the teaching of reading and writing are being addressed through the overall, good implementation of the National Literacy Strategy and the school's writing programme. Further improvement is needed in the teaching of handwriting and in providing collaborative opportunities for pupils, particularly the higher attaining pupils, to work together. Mathematics is taught satisfactorily across the school although higher attaining pupils are not challenged consistently.
38. The teaching of science is satisfactory at Key Stage 1 and good at Key Stage 2. The general good quality science teaching has led to the significant improvements in pupil attainment and the overall good rate of pupil progress. In lessons where the quality of teaching is good, teachers display very good subject knowledge, clear lesson objectives, very good management of pupils and pose challenging questions.
39. The strengths of the quality of teaching are seen in most subjects and across the school.
40. Although the overall quality of teaching seen across the school was good there are some aspects which require improvement. In a few lessons the activity tended to fill the time available so that the pace of the lesson was leisurely. Marking is usually supportive and encouraging but does not always give pupils a clear idea of what they have to do to improve particularly in mathematics and English, particularly with pupils' writing. Higher attaining pupils are not always given sufficiently demanding work.

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

41. Members of staff work hard to ensure that the curriculum is stimulating and interesting and not only meets statutory requirements to teach the full range of National Curriculum subjects but also that within subjects there is a balance. Very regular team planning linked closely to detailed assessment ensures that there is generally a good match of what is offered with the needs of the pupils. There has been significant improvement in the quality of assessment and the use to which is put since the last inspection. There is, within the teams of staff, a sustained focus on ensuring that pupils achieve and make progress, and on raising attainment. The National Literacy Strategy has been implemented well and is addressing the weaknesses identified in the earlier report relating to the structured development of reading and writing strategies. The National Numeracy Strategy has been implemented in a sound manner and is leading to steady improvement in standards of attainment in mathematics. Further consideration needs to be given to ensuring the work of higher attaining pupils is consistently challenging particularly in mathematics. The previous report noted that greater emphasis should be given to developing pupils' research and investigative skills particularly in science and English. In science this has been achieved well. Further development is required to develop independent enquiry skills across the curriculum. In addition, whilst pupils often work in groups they have few opportunities to work collaboratively, for example, sharing or rehearsing their ideas and then presenting them.

42. Children under five are engaged by a rich, stimulating curriculum which is very carefully planned to cover the full range of experiences identified in the curriculum for early years. All adults are very skilled at developing and exploiting every situation for its language potential. The result is a very rich language environment.
43. The school seeks to 'reduce isolation, foster a sense of belonging, celebrate difference and enhance the experience of all'. It is very successful in achieving these aims. There is a very good extra-curricular programme and the school makes good use of resources within the community to motivate and add interest to pupils' work. There are good links with the local secondary school and a well planned visiting programme which ensures pupils make a smooth transition to secondary education. They receive a very good grounding in sex education and understanding about the use and misuse of drugs.
44. As a consequence of what is taught in the formal and informal curriculum and the very good opportunities provided by the personal, social and health education and the assembly programme, the provision for the social development of pupils is of high quality. This is closely intertwined with the high quality provision for pupils' moral development, which is underpinned by the very high degree of mutual respect for pupils and between pupils. Pupils are taught about the needs of other pupils. The very high degree of sensitivity shown by pupils to other pupils is rooted in a moral foundation. Telling the truth, fairness, acting with consideration towards others, respecting and celebrating difference are themes which are consistently reinforced throughout the school.
45. The provision for pupils' spiritual development is good. Pupils' sense of self-esteem is consistently fostered. Pupils meet within their base for the act of collective worship three times a week, once as a wing and once as a whole school. The strength of the school's ethos and organisation is such that this pattern enhances rather than diminishes the act of collective worship. In religious education with older pupils the teacher had structured a series of lessons on 'Pilgrimage' and in one assembly the pupils were invited to consider their feelings and thoughts on entering a new place of worship. The thoughtfulness of many of their responses not only demonstrated the highly effective way in which the teacher has structured this series of lessons but created, for all present, a moment of spiritual significance.
46. The provision for cultural development is good. For example, in religious education the significance of the story of Moses for Jews, Christians and Muslims is noted and effective use is made of this in relation to the many faiths represented in the school. There is a high degree of sensitivity throughout the school to other cultures. Display is a strength, which helps to provide a welcoming atmosphere, contributing to the ethos of the school. The multi-cultural aspect and cross-curricular links, particularly strong in religious education, show the school's commitment to creative and cultural learning opportunities. The school has adopted in many subjects nationally published schemes of work. These tend to be somewhat culturally neutral and the school has successfully adapted aspects of the schemes in some cases to make it relate to Cleves. Overall, the provision for the pupils' moral, social, spiritual and cultural development is very good.
47. Pupils with special educational needs are included fully into the life of the school. For example, they participate in residential experiences. Their full participation in such activities often challenges the perception of other adults rather than the participating pupils. All pupils use a diary to evaluate what they have learnt and this is used effectively as the individual education plan for pupils with special educational needs.

Some pupils with profound or multiple disabilities require a sensory or therapeutic curriculum. The curriculum is appropriately extended for these pupils and the school seeks to be sensitive in achieving a balance between the requirements of individual pupils and their full access to the curriculum. Equal opportunities, as it is lived out in the daily life of the school, is of a very high order.

48. Pupils with English as an additional language have appropriate access to the full range of curricular opportunities including literacy and numeracy. Pupils are fully integrated and effectively targeted with priority being placed heavily on pupils in the early stages of acquiring English. Information gathered on pupils on admission and the initial assessment of their needs is used effectively to guide curriculum planning and is shared with mainstream teachers within each wing.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The school is extremely supportive and caring. As stated in its aims, it provides an environment where every child is truly recognised, accepted and valued. The school is proving most successful in including pupils with statements of special educational needs in mainstream primary education without compromising the support given to those without special needs. Whether pupils have profound and multiple learning difficulties, English as an additional language or the needs of the majority of the mainstream, they are all very well included in educational aspects and the life of the school.
50. The school has very good procedures for promoting and monitoring attendance. Teachers are given clear guidance in completing the computerised registers accurately. The headteacher, office staff and education welfare officer closely check the registers to ensure that any pupil or family with attendance or punctuality problems is given effective support. The school maintains supportive links with pupils who need to have lengthy stays in hospital for medical reasons. Often fellow pupils or staff will visit them. The school is ready and willing to have them back in full-time education as soon as possible. The result of the good work in following up absence and lateness can be seen in the positively improving attendance figures.
51. Procedures for child protection are excellent and remain as strong as they were at the last inspection. The safe and secure ethos is a haven for children. The school provides an excellent support for the whole family, whether it involves sensitive treatment of domestic disputes, bereavement counselling or providing references for passport applications. Members of staff are well versed in dealing with pupils with medical and health problems. Each wing has a well-resourced changing area. Pupils' hygiene needs are met unobtrusively and with dignity. The school has good links with a wide range of specialists to promote the pupils' health and related learning needs. Health and safety arrangements are very good. The school is most vigilant in ensuring that the school is a safe place for able bodied and pupils who use wheelchairs.
52. The school has very good strategies for promoting and monitoring good behaviour. The calm, fair and consistent role models of all the staff provide a very good foundation for behaviour management. Members of staff are particularly good at supporting pupils with challenging behaviour. There are well written behaviour management plans that contain simple, clear and manageable targets for pupils to improve their behaviour. Parents are kept fully informed. The behaviour policy is very thorough and provides a very effective base for consistent practice across the school.

Isolated incidents of poor behaviour are handled well and usually picked up very quickly. Pupils in each wing are encouraged to draft their own rules. The rules develop in complexity as the pupils mature, but all follow the same consistent message. Pupils appreciate the rewards. They look forward to the Friday celebration assembly and talk with pride about receiving jewelled cat stickers, part of the reward system. The headteacher does not retain a central behaviour incident file, but satisfactory procedures ensure that she can draw on essential behaviour information from the team leader in each wing.

53. The school has an excellent system for monitoring and promoting personal and social development. Very young children are settled into the early years wing very effectively. Pupils with statements of special needs receive a well-planned programme of visits to their home and day centre to ensure they are confident with the staff before they arrive. Throughout their time at school pupils are supported very well in their personal development. A thorough programme of personal, social and health education is given to all pupils. Pupils are given a chance to explore their feelings in group discussions in class and in assemblies. The promotion of social development continues most effectively outside lessons, whether in the corridors, in the playground or at the end of the day. Lunchtimes, are seen as part of the school's provision for the pupils' social development, and so staff and pupils eat together, giving friendly support and assistance to those pupils who have difficulty holding a knife and fork or cutting up their food. Personal and social development is positively enhanced by visits out of school. All pupils, whatever their special needs, are taken on the annual residential trip and every Year 5 pupil goes swimming. Every day pupils complete their diaries setting out what they are going to learn and evaluating what progress they have made. The school is making a good start in encouraging pupils to take responsibility for their learning. However the promotion of independent learning skills, such as research, questioning and taking the initiative is not yet sufficiently embedded in the actual lessons. The older pupils are supported very well in their transfer to secondary school. In class discussions Year 6 pupils are encouraged to explore their feelings about going up to secondary school to help to resolve misconceptions and allay fears. The teachers even involve the pupils in role-play to demonstrate the daily life and routines of a secondary school. The school is very well aware of the personal development of every one of its pupils. The very tight tracking systems ensure that they are all given support entirely appropriate to their individual needs.
54. There has been a very significant development in the use of assessment in the school to monitor pupil progress on a regular basis and to use this information to plan effectively. The school's analysis of National Curriculum tests - identifying aspects where the pupil achieve well and those aspects which require further development or additional emphasis in the way aspects of the subject are taught - is excellent. It also monitors the performance of pupils carefully and is alert to the possibility of under achievement by individual pupils. The progress of different cohorts of pupils is also carefully monitored. Pupil assessment is used as part of the regular team planning. Members of staff have a good understanding of the progress pupils are making in English, mathematics and science. Pupils review what they have learnt on a daily basis and are therefore reflecting on what they have achieved and are taking some responsibility for their own learning. Extending this, so that pupils are very clear about where they are and what they have to do to improve through clear, specific, manageable targets is the next step.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Parents have a very positive view of the school. The good number of parents who returned questionnaires particularly supported the statements that their children like coming to school and that they feel comfortable in approaching the school with any worries or suggestions. Parents appreciate the positive ethos and feel that the school has improved considerably over the last few years. The inspection team agrees with these positive views of the parents. A large percentage of parents have concerns about the inconsistent setting of homework. The inspectors conclude that the school's policy on homework is not made sufficiently clear to parents. There are no written guidelines and parents have not recently been consulted on their views. A few parents feel that their children are not making as much progress as they should and that teaching is not always good. The team has come to the conclusion that the learning of pupils is good, although a few of the more able are not achieving as much as they should be. Good teaching is seen across the school.
56. The quality of information provided to parents is good. Parents receive regular newsletters including details of achievements, forthcoming events and staff news. The home-school contract is very clearly set out to identify the important areas of education and support in which the school and home can work together. The contract has successfully evolved from an original agreement between parents and the school on supporting reading and literacy. The school has held meetings to explain national tests as well as the literacy and numeracy strategies. Parents have a chance to participate in workshops and even attempt the test papers, giving them a good insight into how they can support their own children. Weekly and termly plans are displayed outside classrooms, but parents do not have sufficiently regular information in advance each term about what topics are to be covered so that they can share in the learning process. Parents have a good opportunity to meet their child's class teacher each term and discuss progress. However, although the parents are served well in having a written report each term, the content does not always give a clear and consistent message on the progress that pupils are making and does not share with parents targets for their children's improved learning. The last inspection report came to similar conclusion.
57. The contribution of parents to their children's learning is good. Parents, by the presence around the school are visibly supportive. They feel welcome and at ease in the school, with many accompanying their children into the classroom. Several parents have been encouraged by the school to take up positions of learning support assistants and then to return to further education themselves. The positive approach of the parents rubs off well on the children and is a good foundation for the pupils' learning. The school has very good relationships with the parents of pupils with special needs. This good rapport has been maintained very well since the last inspection and promotes effective learning and development for the less able pupils.
58. The school has good and effective links with parents. It is the community focal point for many parents. Families new to the education process are welcomed and given support. Parents who attend the mother and toddler group in the school's foyer are given an effective introduction to school life. A good number of parents attend workshops and end of term events. Parents are often seen helping in the classroom and many parents accompany trips and outings; a very important contribution in a school with many pupils with special educational needs. Many parents would like to help their children's learning more at home through regular homework. As yet the school is not following a clear and consistent practice in setting and marking homework, which would enable parents to share in their children's education. Parents with little or no English are provided with satisfactory translation opportunities in school through other parents or members of staff.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The leadership of the school by the headteacher is outstanding and as a result there is a very clear educational direction and consistency about the way the school's aims are reflected in the ethos of the school. This high quality leadership is reflected across the school. It is present in the work of the deputy headteacher, in her support of the headteacher and in her role as special educational needs co-ordinator and in the work of team leaders who take responsibility for the pupils in their wing. There is effective delegation of management responsibilities to subject co-ordinators. The teamwork and the sense of accountability towards each other, which rigorous teamwork demands, is very strong across the school amongst the adults working within it. As a result of the shared commitment to the school and its pupils and because all staff are highly reflective about their work, the capacity to improve and develop the school is excellent. The weaknesses identified in the previous report relating to management have been addressed very effectively.
60. Since the last inspection there has been a sustained focus on pupil achievement and raising standards of attainment. This is reflected in the clarity of the school development and improvement plan. This plan establishes clear quantifiable success criteria linked to the National Curriculum tests and the means by which the school is setting out to achieve these targets in mathematics and English. Assessment evidence and analysis of test results are used very effectively to determine the aspects of the mathematics or English curriculum where pupils had most difficulties. This in turn is converted into an action planning approach. The work of the school, particularly the quality of learning and teaching, is fully monitored in both an informal and a formal manner involving the headteacher and members of the senior management team as well as making very good use of members of the local education authority advisory team. The governing body has established an Achievement Committee, which looks at information about pupils' achievement, and as a result pupil achievement and the raising of standards of attainment have become a central concern of the governing body. Overall there is a strong corporate commitment from staff and governors to raising pupil attainment.
61. The governing body is very committed to the school and its philosophy and is effective in fulfilling its statutory duties. It has a clear understanding of governance. Through the achievement committee, the annual school self evaluation and other reviews and reports, along with the working knowledge of the school that members of the governing body have, (either through working in the school or as visitors) the governing body also has a clear understanding of the school's strengths as well as aspects which require development. This aspect of the role of the governing body has shown significant improvement since the last inspection. The school development and improvement plan clearly identifies how the governing body will evaluate the work of the school. Through the review and consultative process which go into formulating the plan, they are able to shape the direction of the school. The budget is monitored effectively and the best value principles including those of comparison and challenge are applied well.
62. Careful financial planning supports educational priorities and the school makes very effective use of its resources. The deployment of the Single Regeneration Budget allocation has been appropriately targeted to increase specialist staffing for English as an additional language. There is a specific focus on catering for the needs of refugee pupils. The match of teachers to the curriculum is generally very good. The team

organisation allows teachers, in the main, to teach to their strengths and new members are effectively introduced and supported by this structure. Support staff work very effectively alongside teaching colleagues. They have a clear understanding of their support role through the detailed planning and have received additional training. Induction procedures are good. The inbuilt flexibility of the team structure allows the needs of pupils to be addressed well. Time is generally used particularly well. One activity flows into another smoothly and stress points such as bringing pupils into the school after play-time are avoided altogether. Lunchtime is seen as an important part of the social life of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To build on the many and significant strengths of the school and to continue to raise attainment, the governing body, headteacher and staff should:
- (1) ensure that pupils capable of higher levels of attainment are challenged consistently in mathematics and English and across the curriculum; (paragraph 13,16, 18, 40, 41)
 - (2) develop further the assessment systems in place and the opportunities which exist for pupils to reflect on their learning to:
 - ensure that pupils have a clear understanding of what they need to do to improve the standards of their work through the setting of specific attainable targets; (paragraphs 40, 54,)
 - (3) Consistently foster pupils' skills to work independently and carry out their own research; (paragraphs 28, 41,)
 - (4) Provide more opportunities for junior-aged-pupils to:
 - work in groups, so that pupils are able to discuss share and rehearse ideas with each other;
 - give formal presentations to the rest of the class. (paragraphs 15, 28,)

English as an additional language

64. Pupils in the Foundation Stage and in Key Stage 1 and 2 achieve appropriately against their prior attainment. They make good progress in oracy skills and this is due in the main to the emphasis placed on the use of visual aids and on targeting individual needs. Members of staff know pupils individually and use this knowledge in matching the curriculum to their needs and providing good access to activities.
65. Pupils with English as an additional language work and mix well with peers and participate fully in activities and school events. They are motivated, keen to learn and enjoy the attention given to them when they are supported in their learning.
66. The quality of teaching provided by the specialist teachers is at least satisfactory and sometimes good. In the best teaching, there is effective collaboration between the class and the English as an additional language teacher with both taking the lead in specific activities. There is a clear focus on specific language demands when the English as an additional language teacher is working with a small group of targeted pupils. This was well exemplified in a number of science lessons where the use of visual aids and the emphasis placed on explaining subject terminology was a strong feature.
67. Pupils with English as an additional language have appropriate access to the full range of curricular opportunities including literacy and numeracy. Pupils are fully integrated and effectively targeted with priority being placed heavily on pupils in the

early stages of acquiring English. Much of the information gathered on pupils on admission and the initial assessment of their needs are effectively used to guide curriculum planning and shared with mainstream teachers within each wing.

68. Effective analysis is made of pupils attainment based on the National Curriculum tests with areas of improvements followed through and used to inform planning. The detailed and focussed assessments carried out regularly in teams benefit these pupils because they are carefully shared and used to identify learning targets. However pupils are not fully aware of how they can themselves use this information to take responsibility for their own learning.
69. The deployment of the Single Regeneration Budget allocation has been appropriately targeted to increase specialist staffing. The school has identified clear targets for development focussing on raising achievement and including a specific focus to cater for the needs of refugee pupils. Good provision is made for staff development and from evidence gathered during the inspection, there is already a high sense of awareness amongst all staff of pupils' needs and strong commitment to raising their achievement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|------------|
| Number of lessons observed | 76 |
| Number of discussions with staff, governors, other adults and pupils | Approx. 25 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 1 | 22 | 43 | 29 | 1 | 3 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR-Yr6 |
|--|---------|--------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 52 | 398 |
| Number of full-time pupils eligible for free school meals | | 225 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR-Yr6 |
|---|---------|--------|
| Number of pupils with statements of special educational needs | 7 | 40 |
| Number of pupils on the school's special educational needs register | 6 | 171 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 228 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 58 |
| Pupils who left the school other than at the usual time of leaving | 53 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 5.3 |
| National comparative data | 5.4 |

| Unauthorised absence | % |
|---------------------------|-----|
| School data | 0.1 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|---------|
| | 1999 | 30 | 26 | 56 (56) |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 21 (18) | 21(10) | 22 (18) |
| | Girls | 18 (21) | 19 (19) | 21 (22) |
| | Total | 39 (39) | 40 (29) | 43 (40) |
| Percentage of pupils at NC level 2 or above | School | 70 (70) | 71 (59) | 77 (72) |
| | National | 82 () | 83 () | 87() |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 21 (17) | 22 (18) | 22 (18) |
| | Girls | 18 (21) | 21 (22) | 19 (21) |
| | Total | 39 (38) | 43 (40) | 41(39) |
| Percentage of pupils at NC level 2 or above | School | 70 (68) | 77 (71) | 73 (70) |
| | 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 | 29 | 22 | 51(51) |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 10 (6) | 13 (9) | 21 (16) |
| | Girls | 6 (11) | 6 (10) | 11 (14) |
| | Total | 16 (17) | 19 (19) | 32 (30) |
| Percentage of pupils at NC level 4 or above | School | 31(34) | 37(38) | 63 (60) |
| | National | 70 () | 69 () | 78() |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 11 (8) | 13 (9) | 21 (17) |
| | Girls | 7 (12) | 6 (10) | 11 (13) |
| | Total | 18 (20) | 19 (19) | 32 (30) |
| Percentage of pupils at NC level 4 or above | School | 35 (40) | 37 (38) | 63 (60) |
| | 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 | 21 |
| Black – African heritage | 46 |
| Black – other | 4 |
| Indian | 29 |
| Pakistani | 58 |
| Bangladeshi | 60 |
| Chinese | 5 |
| White | 92 |
| Any other minority ethnic group | 23 |

This table refers to pupils of compulsory school age only.

Total number entered 338.

Teachers and classes

Qualified teachers and classes: YR-Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 15 |
| Number of pupils per qualified teacher | 26.5 |
| Average class size | 28.4 |

Education support staff: YR-Yr6

| | |
|---|-----|
| Total number of education support staff | 25 |
| Total aggregate hours worked per week | 875 |

Qualified teachers and support staff: nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 5 |
| Number of pupils per qualified teacher | 10.4 |

| | |
|---|-----|
| Total number of education support staff | 10 |
| Total aggregate hours worked per week | 280 |

| | |
|--------------------------------|-----|
| Number of pupils per FTE adult | 3.5 |
|--------------------------------|-----|

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

| | |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 1232658 |
| Total expenditure | 1227714 |
| Expenditure per pupil | 2491 |
| Balance brought forward from previous year | 6325 |
| Balance carried forward to next year | 11269 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 350 |
| Number of questionnaires returned | 106 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 72.0 | 23.0 | 3.0 | 1.0 | 1.0 |
| My child is making good progress in school. | 49.0 | 40.0 | 8.0 | 3.0 | 1.0 |
| Behaviour in the school is good. | 58.0 | 34.0 | 6.0 | 1.0 | 1.0 |
| My child gets the right amount of work to do at home. | 30.0 | 25.0 | 20.0 | 23.0 | 2.0 |
| The teaching is good. | 49.0 | 37.0 | 9.0 | 2.0 | 4.0 |
| I am kept well informed about how my child is getting on. | 60.0 | 28.0 | 5.0 | 6.0 | 2.0 |
| I would feel comfortable about approaching the school with questions or a problem. | 66.0 | 28.0 | 2.0 | 2.0 | 3.0 |
| The school expects my child to work hard and achieve his or her best. | 58.0 | 30.0 | 7.0 | 1.0 | 4.0 |
| The school works closely with parents. | 57.0 | 29.0 | 9.0 | 1.0 | 5.0 |
| The school is well led and managed. | 50.0 | 33.0 | 6.0 | 1.0 | 11.0 |
| The school is helping my child become mature and responsible. | 54.0 | 33.0 | 3.0 | 4.0 | 6.0 |
| The school provides an interesting range of activities outside lessons. | 38.0 | 41.0 | 6.0 | 3.0 | 13.0 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. Many children starting the Foundation Stage have limited literacy skills. Children make good, often very good progress along the steps towards achieving the goals for five-year-olds but although the majority attain satisfactory social, creative, physical skills and improved numerical skills many children still have low levels of literacy skills and limited knowledge and understanding of the world around them by the end of the Foundation years. Pupils with special educational needs make good progress against their targets. Children who speak English as an additional language also make good progress. There is very strong teamwork and adults provide very good support which ensure that the mother tongue is valued. Planning is very detailed and makes very good use of assessment to ensure that work is appropriately challenging. The leadership and management of the setting is very good with the result that there is a consistent ethos and high expectations of what the children can achieve by all adults.
71. All adults teaching in the setting have very good knowledge of the needs of very young children. The seamless organisation and the richness of the curriculum is a direct result of the very detailed collaborative planning. This results in a stimulating curriculum, which covers the areas of the curriculum for young children. The quality of teaching is of a very good throughout the setting and across all aspects of the curriculum. The consistency of high quality teaching creates a very rich language environment. Teachers listen to children carefully and consistently reinforcement of children's positive self-esteem and confidence so that children make good progress and often achieve very well. Expectations are high both for achievement and behaviour. A three-year-old child pushing past two adults is very gently reminded to say 'excuse me'. The expectations of the setting are explained to a child when she pushed another child. Resources and accommodation are used very well. Detailed observation notes made about children and how they manage or engaged in an activity are used as part of the detailed planning process.
72. Children's attitudes are very good and they are confident to try out new activities and clearly enjoy what they are doing. They join in, for example, the refrain 'We can't go over it, we can't go under it' with enthusiasm as they listen to the story. They also stay focused on an activity and do not wander off. The atmosphere in the early years wing is one of secure calm yet it provides a very stimulating environment. Children are known and listened to. Praise is used well to develop children's sense of self-esteem. Sharing is positively encouraged, for example, in sharing out the cake cases between the group as they were making cakes or in the positive reinforcement by the adult 'Put mouse back into bed, remember we are all working together and taking turns.' The behaviour of children is very good. Independence is encouraged through choice of activity and in, for example, the way a photo-sequence explaining how to use the tape cassette recorder is provided. Children are encouraged to help clear up after a session. Relationships between children and adults are very good.
73. Adults teaching in the setting are skilled at exploiting the language opportunities within any learning situation through skilled questioning. Through activities such as planning what to take on their Bear Hunt young children are encouraged to use language to organise themselves and in their role-play to explore an imagined situation. They recognise 'g' in going and the initial letters of their name as they are dismissed.

Throughout the setting there is very good access to books and children listen to stories and rhymes with enjoyment. The fun and fascination for words is developed, for example, by the way the adult rolls the sound of 'strutting turkeys' around her tongue with relish. Writing activities are encouraged through the early play writing of sending out invitations or by writing underneath the teacher's words.

74. The quality of learning opportunities to develop mathematical skills is very good. The environment is rich in numbers. For example in the outside play area numbers are pegged out on a washing line. Children count with their teacher the numbers present or individually with an adult count the spots on a jig-saw. As they make their cakes the group counts out the cases. Working on the Humpty Dumpty theme children use terms such as 'more' or 'less' 'high' and 'low' as they 'build' their wall. They develop their knowledge of shape through collage pictures using a circle or rectangles. Older children know that a rectangle has 'two long sides and two short sides.' In their answers children are encouraged to speak in full sentences. Work is matched well to the individual needs of pupils. Higher attaining children were able to recognise the numerals one to nine they make good progress and are on target to achieve the learning goals in mathematics.
75. Children are encouraged to investigate objects and materials, for example as they make cakes or create their own tabletop garden. They use plastic animals to rehearse the animals' names. Using the computer they use a software programme to explore shapes and sounds, showing independent skills as a child loads paper into the printer. Using another programme children identify the names of letters. Through work on comparing how different countries celebrate Harvest; exploring the meaning of Diwali or a visit to the school by native Americans they develop a respect for other cultures and beliefs. Children make good progress in their knowledge and understanding of the world but in many respects the extent of their knowledge is directly related to the experiences that the setting provides and many children still have relatively restricted experiences in this aspect by the time they complete the Foundation Stage.
76. Children show good progress in physical development. They use the tricycles and temporary outdoor climbing and slide equipment well. They are encouraged to note what happens to their heartbeat after they have run around. They practise bouncing a large ball in the style of a basketball player and are encouraged to pass it to another child. They handle simple tools such as scissors and go fishing with magnets with increasing control. They move around the setting with care.
77. Creative development is fostered well in the setting and children make good progress as a result of the very good teaching. Children make observational drawings of shells and use a variety of materials such as clay and play dough. They use the computer's software to create exciting visual dynamic images and make bread and cakes. They explore instruments and the sounds they make- giggling at the 'mouse castanet' 'which sounded like a clock'. They sing rhymes and simple songs from memory. During the Bear Hunt they act out various elements particularly as they reach 'the cave'. They are encouraged to use their imagination and to respond to experiences such as 'Casualty' played out by two adults introducing simple first aid in nurses' uniform.
78. The partnership with parents is very good. Parents are welcomed in the setting and there are regular open evenings each term with 100 per cent attendance by parents. Parents accompany new children to the setting and stay with them until they are settled. Parents respond sensitively as a result. There is an effective home-link diary

and homework, for example, reinforcing the work on 'more than' and less than' is sent home. In addition children and parents have a list of key words and there is work on phonics. The work is carefully matched to the needs and age of the individual children.

ENGLISH

79. Many pupils start school with low levels of literacy skills. The school's results in the 1999 reading and writing national assessments for pupils aged seven were well below the national average. The percentage of pupils achieving higher levels in reading and writing were also well below the national average and were also well below average when compared to schools which have a similar percentage of pupils eligible for free school meals. Standards in writing show a steady improvement since 1997 and standards in reading have improved on the 1997 level. The National Curriculum tests for 2000 show further improvement in pupils' performance, particularly in the percentage of pupils achieving the higher levels. In the reading comprehension and the writing tests it is girls who are achieving the higher levels.
80. The school's 1999 results in the national English tests for pupils aged eleven were well below national average and well below the standard achieved by schools with a similar percentage of pupils eligible for free school meals. The percentage of pupils reaching the higher levels in the tests was also well below the national average. Overall, taking the results in the period 1996 to 1999 together, the performance of boys and girls was well below the national average. Although pupil performance showed a dip in 1999, standards in English show improvement since 1996. The 2000 results indicate further significant improvement with a half of the cohort achieving level 4 or above. More detailed analysis of the results shows that the percentage of pupils who are not included on the special educational needs register stages 3 to 5 almost reaches the 1999 national average.
81. Overall, there has been steady improvement in standards of attainment in English since the last inspection.
82. The school has implemented an effective literacy action plan specifically to raise attainment. Throughout the school, there is good implementation of the National Literacy Strategy and pupils make good progress in reading and at least sound progress across the key stages in their writing skills and speaking and listening skills according to their abilities. Pupils with special educational needs make good progress. Pupils, whose first language is not English, make very good and at times, exceptional progress in English. This is achieved by the good quality of the targeted provision for such pupils. Pupils who have severe learning difficulties also make very good progress against their learning targets. Teaching assistants are well trained and their contribution to individual pupil progress is excellent throughout.
83. In the shared and guided reading sessions, pupils of average to above average ability in Key Stage 1 make good progress in reading. They develop a good sight vocabulary and read simple texts accurately, applying a range of phonic strategies to work out unknown words. They use illustrations to explore and predict what is happening in the text and use their knowledge of word order to work out unknown words. Pupils know the differences between fiction and non-fiction texts and develop an enthusiasm and enjoyment of stories. Pupils whose ability is below and well below average make appropriate progress against their individual learning targets. Pupils whose home language is not English make good to very good progress, as do pupils with severe

learning difficulties. All pupils in Key Stage 1 are encouraged to develop reference skills by having dictionaries at hand, as well as referencing word banks on classroom walls. Pupils use and create their own word banks to check familiar and unfamiliar words. Pupils in Year 2 use dictionaries to find words using initial letters and have a good understanding of alphabetical order.

84. All pupils make satisfactory progress in their writing skills. By the age of seven, the majority of pupils of average and above average ability, as well as many less able, are developing consistency in the size of letters, which are usually correctly orientated with words accurately spaced. Cursive writing is encouraged and pupils develop a style of writing, which can easily lead to joining up later on. Younger pupils know that the speech bubbles they use in their writing and in classroom displays of people in familiar settings represent what people say. Average to above average pupils are developing increasing confidence and independence in writing sentences and are becoming more accurate in using lower case letters appropriately. In Year 2, pupils can write known stories together as well as charts and compose short pieces of writing as part of their class work in a variety of groupings. The extended writing framework used by the school has raised standards of pupils' abilities to create and write stories which are familiar to them. However, there are times when a minority of boys need more direction and guidance.
85. The majority of pupils with average to above average ability in the junior school read with fluency and expression. Pupils with special educational needs are using their knowledge of letter blends and clusters to decode words and make good progress and achieve well against their individual targets. They are able to use reference material when supported by learning assistants, or classroom support teachers. Many pupils who have been at the school for their entire education, whose first language is not English, make at least good progress in their reading. Pupils are developing their reading comprehension skills. Some able pupils use inference and deduction to determine the author's meanings in both fictional and non-fictional texts and can refer back to the text to justify their views. However, there are few opportunities provided for the majority to develop these skills. Furthermore, pupils' skills in group discussions are weak and this hampers their sharing of insights of the texts with each other. Most pupils can locate information in non-fiction texts and can use reference books including dictionaries and thesauri.
86. Pupils in Key Stage 2 develop a sound range of writing. This includes reviews, stories, poems and newspaper reports. They use their writing and word processing skills across the curriculum, which widens their writing range further. Little evidence during the inspection was seen of pupils making notes. However, pupils do draw up plans and diagrams. With appropriate support all pupils can compose persuasive, non-narrative writing. However, it is only the average to above average pupils who can do this independently. Pupils can plan, draft, revise and amend their work making some choices to achieve a particular writing style, many with the help and support of teachers or learning assistants. This was achieved when pupils worked to compose a fairy tale in a setting chosen by them. They use the appropriate range of punctuation within sentences and some organise their work in paragraphs when appropriate. Pupils are developing a sound knowledge of grammar and use grammatical terminology well. Some pupils in Year 5 write vividly and are attempting to use complex sentence structures.
87. There are weaknesses in handwriting in Key Stage 2 with a proportion of pupils not consistently joining their letters. The school is currently investigating pupil attitudes to handwriting, as many older pupils who have good to very good cursive skills, are

actively avoiding joining their letters and are aware they are doing so. At present, they are not clear why joined up writing needs to be part of their ongoing literacy skills. Presentation of work is generally good and there is consistency in the use pens or pencils. However, it is evident that in the scrutiny of pupil work samples for the more able, the amount they write does not match their capability and these pupils need more encouragement to increase the amount they write. For less able pupils and some pupils with English as an additional language, progress is good to very good in writing skills. For other pupils for whom English is an additional language, particularly those who are new arrivals to the school, progress and attainment, though at the expected level, is often below that of their peers. The newly implemented writing programme which has been put in place alongside the National Literacy Strategy to target overall low standards of writing throughout the school for different groups of ability, is designed to address these weaknesses.

88. In the 1999 teacher assessments for speaking and listening for pupils aged seven, teachers judged pupils' skills as very low in comparison with national standards. Standards of speaking and listening in Key Stage 1 are still very low overall. The low levels of attainment in speaking and listening are explained by the inclusion of a significant majority of pupils who have English as an additional language and a proportion of pupils who have severe learning difficulties. For pupils who are of average and above average ability, standards are at least in line with national expectations. Some pupils achieve above the national expectation.
89. The school provides a rich learning environment for all pupils to acquire language. Pupils take turns when they want to participate in discussions asking and answering questions in group and class discussions. They listen very attentively for sustained periods to stories and to teacher explanations. In small class groups, in guided reading sessions, young children give detailed explanations to predict and explain what is happening in a story. The contribution to the progress of all pupils speaking and listening is enhanced significantly by the targeted support of the trained teaching assistants and the inclusion of a number of bilingual adults. These adults help to bridge the home language and English for those pupils with English as an additional language. Pupils with severe learning difficulties are given excellent support for their development of spoken language appropriately targeted to specific needs identified in their individual education plans. For these pupils the school uses its own customised and highly effective detailed approach to ensure learning takes place in a progressive and stepped manner.
90. At Key Stage 2 pupils' speaking and listening skills are satisfactory overall. Where drama is used however, speaking and listening skills are very good for all pupils, including those on the higher stages of the special educational needs register. The contribution of drama to pupils' progress in speaking and listening is significant and needs to be extended so that more challenging and independent opportunities can be provided to consolidate pupils' skills in direct talk. Overall, pupils are beginning to use a wider range of vocabulary. Although pupils can collaborate in small groups to share ideas, generally skills of discussion are low and more opportunities need to be provided for pupils to complete group tasks. Pupils also use talk and signing effectively to develop their thinking in subjects across the curriculum. They listen attentively to teachers and other staff and, generally, to each other. The more able offer detailed explanations in whole class and group discussions. However, these opportunities need to be extended, so that pupils are able to lengthen their contributions. An identified weakness by the age of eleven, is pupils' lack of ability to present an idea or address the whole class group. At times pupils, although having interesting things to say, do so in voices that are sometimes inaudible.

91. The overall quality of teaching for English is good. It is at least sound in Key Stage 1. There is a higher proportion of good teaching in Key Stage 2. There is good teaching in both key stages. The overall good quality of teaching across the school ensures that pupils have positive attitudes to learning. Behaviour is usually very good and teachers are skilled at creating a positive atmosphere for learning. Good teamwork between the class teacher and the learning assistants and the fact that time is used well ensure that there is good support for pupils of different abilities. Planning is sufficiently detailed so that all teachers and learning assistants have a clear teaching focus and pupils know the purpose of their learning activities and as a consequence work at a good rate. Pupils' progress in English is closely tracked and each year group has targets set for reading and writing with predictions made by teachers of end of year attainment. Feedback to pupils is given through marking systems, including verbal and written commentary. More emphasis needs to be given in written and verbal comments to helping pupils to identify what they need to do in order to improve, particularly in their writing. Pupils are beginning to set their own targets for improvement after discussion with their teachers although sometimes these are too broad. Where teachers set homework as an extension to work done in lessons it has a positive impact on pupils' learning.
92. In Key Stage 1, there is systematic teaching of phonic skills, sight vocabulary and word and sentence level work which results in pupils making good progress. Teachers are skilled at using demonstration and explanation so that all pupils are clear on the expected outcomes of their literacy tasks. The strategies and methods used for very young pupils, such as role-play in the literacy hour, have a very positive impact on learning. At the end of this key stage, there is some lack of planned opportunities to develop the compositional aspects of writing across the three terms of the school year. This is a weakness in teaching provision for English that has been recognised by the school through its own monitoring processes. Good progress has been made in the implementation of a systematic programme to raise standards, specifically in writing across the school. The effects seen, though at an early stage, are having a beneficial effect in raising achievement.
93. The teaching of English in Key Stage 2 has strengths. Teaching of pupils in smaller class ability groups in Key Stage 2 has a very positive impact on pupils' learning. It ensures, generally, a good match of work so that individual needs are met, including those pupils with special educational needs and pupils who learn at a faster rate. Teachers' questions challenge pupils so that they develop and extend their thinking skills. However, teacher expectations though high, do not always focus sufficiently on developing pupil independence enough with the result that some pupils, particularly the most able, are not consistently challenged. Whilst pupils frequently participate in speaking and listening activities, learning objectives for these activities including the provision for pupils to speak in more formal ways to larger groups are not made explicit in teachers' plans. There are weaknesses in the teaching of handwriting. Although the school writing plan has yet to take its full effect it is still the case that pupils need more targeted teaching, so that they learn specific handwriting skills alongside other objectives, based on their individual needs. The quality of handwriting in classroom displays does not always model what is expected from the pupils.
94. Reading and writing are often taught through the use of extracts from a range of texts. During the inspection, scrutiny of work, classroom displays and book corners, provided little evidence of the promotion of literature as whole texts. Opportunities to foster a love of reading and the richness of literature, with books at its centre, are limited.

95. The effect of the leadership and management of English is beginning to have positive impacts on pupil attainment and progress. The co-ordinator monitors medium-term plans and, with the headteacher, has completed work trawls to assess standards and progress. The additional literacy strategy is managed well and the co-ordinator oversees this work closely with the headteacher. The headteacher has analysed data information from standardised tests and end of key stage tests and has a highly sophisticated and effective assessment procedure in place. With the support of the local education authority link adviser, who offers a critical eye on improvement, the school gathers and uses data extremely well. The co-ordinator has led staff training in literacy and reviews the implementation of the National Literacy Strategy with the leaders of each wing on an ongoing basis, responding to information on what works well and where further changes are needed.

MATHEMATICS

96. In the 1999 national tests for Key Stage 1, the proportion of pupils gaining Level 2 or above, at 77 per cent was well below the national average as was the proportion of pupils gaining level 3. In comparison with similar schools, the performance of pupils was also well below average. At Key Stage 2, the proportion of pupils gaining Level 4 was very low, and the proportion gaining level 5 also below the national average. In comparison with similar schools however, the proportion gaining level 5 is well above the average. During the four years leading up to 1999, pupil performance has improved steadily at Key Stage 2, with a similar picture at Key Stage 1 except in 1999, where there was a dip in performance. Results for 2000 indicate that the trend in standards of attainment continues upward for both key stages.
97. Overall, since the last inspection there has been a steady improvement in the standards of attainment achieved by pupils in the National Curriculum tests.
98. Additional analysis shows that pupils who have been in the school for longer periods and who are not on the register of special educational needs between stages three and five are performing much more closely to expected national levels of attainment.
99. At the end of Key Stage 1 work is generally within the level 2 range expected nationally but there is a lack of confidence in using larger numbers. There is evidence of work covered across the attainment targets but for lower attaining pupils this work is often of a poor standard. For higher attaining pupils there is little evidence of work that addresses level 3 criteria. There is evidence of progress being made for all pupils, but a lack of challenge for the more able. In lessons, pupils often respond enthusiastically to sound teaching; in some, however, the challenge of the whole class lesson is difficult and there is some wandering of attention. Support from additional teaching staff and teaching assistants is good and provides the least able children with appropriate support. In a Year 1 class pupils are able to add confidently but find difficulty in transferring their addition into a money context. The teacher used the whole-class part of the lesson effectively to assess pupils' understanding and adjusted her planning for the following few days. In Year 2 the teacher made appropriate reference to the main objective for the lesson and reminded pupils frequently of the lesson's purpose. Again the whole-class discussion was used effectively to cover errors made in notation during the main part of the lesson. In this lesson, more able pupils were asked to complete an easier task first before moving on to the more challenging section. Their level of understanding suggested that they

could undertake the more challenging work easily and that they were wasting some time in the lesson.

100. By the end of Key Stage 2 pupils have made progress and are covering the expected range of work in number, algebra, shape, measures and handling data. Pupils are using a range of strategies successfully, for example, approaching multiplication and division calculations in a variety of ways. There is little evidence of problem-solving activities. Pace of work in lessons is often good, particularly in the oral and mental starters and during the whole class discussion. As during Key Stage 1, advantage is taken of the whole class discussion session to cover misconceptions by pupils during the lessons; this helps pupils to move on effectively in their learning.
101. Teachers are providing satisfactory learning experiences throughout both key stages, with effective use often made of resources. In particular, the structure of the daily mathematics lesson in the National Numeracy Strategy is enabling pupils to develop skills in handling numbers confidently in the oral parts of lessons. They are less confident in committing calculations to paper and the school needs to consider how best to build on the enthusiasm demonstrated in the oral parts of lessons to improving attainment on paper. Teachers' planning follows the requirements of the strategy carefully and lessons are structured well and have appropriate pace. Teachers ensure that pupils of different abilities tackle work of different complexity and less able pupils are well supported. Work for the most able pupils is less well matched in some lessons and teachers need also to consider how best to offer consistent challenging work to these pupils. Pupils with English as an additional language are supported effectively in developing their language skills in a mathematical context, in Year 5, for example practical resources such as cut up apples being used to enhance their understanding.
102. In general pupils' attitudes to mathematics are good. They particularly enjoy the oral parts of the lessons, though some less able pupils can find it difficult to participate. In the best lessons, teachers differentiate in the questions put to pupils during this section. The very good ethos in the school means that pupils feel able to offer answers that may be wrong, without fear of being criticised.
103. The quality of teaching is sound overall, although there are aspects to improve. In the best lessons pace is good, work sufficiently differentiated and pupils with special educational needs well supported. The sharing of objectives with pupils is not consistent and the use of the whole-class discussion to revisit the objective is not used frequently. Additionally feedback to pupils on an individual basis in exercise books is limited. Often it is confined to comments such as 'lovely work' and mistakes do not appear to be followed up. At Key Stage 2 this improves with comments such as 'you need' or 'you should' being included. To improve attainment overall the school needs to consider the use of group or individual targets for pupils, on which regular feedback is given that helps pupils to move on in their learning and understanding. Linking use of these targets to homework will help to involve parents with their children's work.
104. The subject meets the requirements of the National Curriculum and the National Numeracy Strategy has been fully implemented. All staff have participated in appropriate training and good resources have been developed throughout the school. The co-ordinator is relatively newly appointed to the post. She is teaching in the Foundation Stage but has specialist knowledge of mathematics to enable her to undertake the role across the school. To gain experience of older pupils' work she plans to visit some leading maths teachers in neighbouring schools. She is currently

undertaking an audit of resources and interviewing colleagues in different wings. She is about to go on a five-day maths course and to write the maths action plan for the coming year.

SCIENCE

106. Pupil performance in the 1999 science teacher assessments at seven and National Curriculum tests at eleven were well below the national average. However, the percentage of pupils who achieved a higher than expected level was well above the national average at seven and above average at eleven. The results of the 2000 national assessments and tests showed a significant further improvement on those for 1999. By the age of seven over four fifths of pupils reached the standard expected nationally including a third who reached a higher standard than this. Just under three-quarters of eleven year olds reached the standard expected nationally, with two-fifths achieving a higher standard. Standards, although close are below average compared to the 1999 national averages (the national average for 2000 was not available at the time of the inspection) but the number of children achieving a higher level is above national expectations. There has been a continuous good improvement in attainment in science since the last inspection.
107. The standard of the work of seven-year-old pupils seen in classrooms during the inspection is in line with standards expected for pupils of their age group. By the age of seven pupils who have attended the school throughout the key stage have made good progress and have an understanding of materials, forces, plants, the human body and its needs. They can sort and classify materials, record results of an experiment using magnets in chart form and draw detailed, labelled observational diagrams of a flower. Higher attaining pupils could conduct a fair test and could predict and record which metals were attracted to magnets. In Year 1 pupils were able to name many materials and describe their properties using terms such as 'rough', 'smooth' and 'waterproof' and can use correct scientific terminology to name parts of plants.
108. By the age of eleven, pupils who have attended the school for a significant length of time make good and in some cases very good progress. As well as continuing curriculum coverage Year 6 science consists of a fact-based National Curriculum test revision approach based upon in-depth analysis by the staff of previous National Curriculum test papers and scientific enquiry. These investigations are completed collaboratively or independently and involve a fair test, which the majority of pupils are able to carry out successfully. Pupils have a wide scientific vocabulary and are able to use the computer to produce graphs. In a test about germinating seeds the high achievers, a third of the class, could select the conditions and materials needed, the evidence to be gained and the appropriate form in which to present the data. Scrutiny showed they could conduct an experiment to show how sugar dissolves and becomes solid again. There has been very good improvement in the quality of investigative work since the last inspection.
109. In Year 5 pupils planned a fair test on the germination of seeds using evidence from previous observations. They knew about ecosystems and classification of living things by various criteria. In Year 4 pupils knew how shadows formed and that different materials transmit varying amounts of light. The higher achievers predicted results and made scientific evaluations. In Year 3 the high achievers were able to define 'transparent', 'translucent' and 'opaque' and as part of their investigations used

a sensor counter in their brightness of light experiments. Previous work included observational drawings, charts and graphs on materials that float or sink.

110. Across the school pupils with special educational needs are fully included in class lessons and follow the same science curriculum. The long-term planning and lesson activities focus on targets in the pupils' individual education plans. Teachers liaise very effectively with well-qualified support staff to ensure that work is matched to the needs of all the pupils. Resources are very good and well utilised to enhance learning. In a Year 6 class the support staff was the writer for an experiment. In a Year 5 class a pupil was solving a material jigsaw of a plant with support. The pupils make good progress.
111. Pupils with English as an additional language are supported effectively in the class because the English as an additional language teacher often works with a small group of targeted pupils ensuring that they understand the scientific terminology and the specific language demands of the subject.
112. Across the school the pupils' attitudes were mostly good and in all cases satisfactory. The pupils worked co-operatively in small groups and whole class sessions. They collaborated well on scientific enquiries and discussions. In Year 4 they made shadow puppets, selected suitable resources, worked with a sustained sense of purpose, concentrating until the task was completed and cleared away. Pupils listened attentively and responded quickly to instructions. An outstanding feature of their behaviour was the very high and genuine level of respect, courtesy and support that they showed to every member of the school community.
113. In Key Stage 2 the quality of teaching was good or very good and in Key Stage 1 always satisfactory with half of it good. The overall good quality teaching has led to the significant improvements in pupil attainment and the overall good rate of pupil progress and has a positive impact on pupils' learning. Children's work is assessed termly, and their progress towards their science target is monitored and evaluated by all the staff concerned. The teachers have very thorough lesson plans based upon these targets so that work was well matched. In lessons where the quality of teaching is good teachers' display very good subject knowledge, clear lesson objectives, very good management of pupils and posed challenging questions. Lesson content is stimulating for all the pupils with a wide range of good resources used effectively to enhance the scientific enquiry and encourage positive collaboration and independent research. In Year 3 computers and projectors were used to aid research into light. In Year 6, homework was used effectively to link with class learning.
114. Since the last inspection science has now become a strength in the school. The leadership of the subject is very effective. The co-ordinator's very good management of resources, excellent subject knowledge and the provision of help and guidance to other teaching staff has had a positive effect upon the subject. National Curriculum test results have been examined in detail in Key Stage 2 and the results have been used to inform teachers' planning. A new scheme of work has been implemented. The assessment of pupils' progress is directly linked to National Curriculum levels and the termly progress of every child monitored. The science co-ordinator has evaluated the quality and effectiveness of science teaching in the whole school, ensured all staff attended inset courses in 98/99, and overseen the termly plans for every class.

ART AND DESIGN AND TECHNOLOGY

115. These subjects are planned in half-termly blocks, using nationally published schemes of work. The subjects are timetabled together and the possibilities of both subjects were explored in the lessons observed. Judgements are also based on discussions with pupils and staff, and scrutiny of planning, policies and pupils' work. The co-ordinator has been in post for just over a year and has a clear vision for the future. It is planned that she will be increasingly involved in monitoring the subjects across the school, including demonstrating and observing lessons.
116. Pupils' attainment in art and in design and technology is in line with national expectations across the school. There is a wide opportunity for pupils to work in different media in a variety of contexts.
117. In Key Stage 1 pupils used weaving skills using paper and fabrics. Displays demonstrated work on portraits using wooden frames, monochrome art, mask making and the use of famous artists' work as inspiration. Resources for studying artists' work and reference resources have been improved since the last inspection, allowing for a broader curriculum.
118. In Key Stage 2 pupils were observed designing pillowcases using pastels, and working on still life drawings. Extensive display work included geometric designs inspired by the Ancient Greeks, the use of information and communication technology to generate a display on Star design, the use of photographs illustrating school trips and designs of African masks from a cross-curricular project on Benin.
119. Pupils make satisfactory progress. Pupils with special educational needs have excellent access to the curriculum. The emphasis on language and use of correct terminology is good, especially for pupils with English as an additional language.
120. Teaching observed was always at least satisfactory and usually good. Teachers demonstrated good subject knowledge and enthusiasm. The specialist teaching is a benefit to the pupils. Weekly planning usually shows clear learning objectives with work matched well to the needs of particular groups of pupils although sometimes greater emphasis needs to be put on developing pupils' skills in handling the particular media or tools. The pace of the lessons was sometimes leisurely and on these occasions the lesson needed more direction. More use needs to be made of the opportunities to develop collaborative work.
121. Pupils respond well to their lessons, have positive attitudes and are well motivated. Behaviour is very good. Pupils are able to persevere and discuss their work in an appropriate manner. This was best demonstrated during whole-class discussion sessions, which were well used in all lessons.

GEOGRAPHY

122. Only two lessons were seen during the inspection and it is not possible to give a fair judgement on teaching. On the basis of this evidence together with the scrutiny of pupils' work, discussion with pupils and the co-ordinator, attainment for the majority of pupils is in line with national expectations across the school and the majority of pupils make steady progress. However, the standards achieved in written work are often

below average and work is often limited to lists and ticks on worksheets and does not enable pupils to explicitly write about their findings and any conclusions they might draw about the places they study.

123. In Year 2, pupils make a tour of the school locating different parts and then paste models of these together as a jigsaw, using appropriate language associated with location. Pupils in Year 4 appreciate the value of recycling materials and how the environment can be cared for by reducing the amount of waste and the impact of litter. Pupils in Year 6 identify similarities and differences between Newham and Maldon and communicate their survey findings, for instance, on transport using bar charts.
124. Pupils apply themselves well to geography. They are keen to participate in lessons and persevere with tasks. Where tasks are carefully designed, pupils are engaged and keen to collaborate and share ideas before reaching conclusions. In other instances where the task is narrowly defined and consists of a 'yes' or 'no' answer, pupils passively do the work but are unable to grasp meaningfully the point behind it.
125. The school has recently adopted nationally published schemes of work and the co-ordinator has made a good start to identifying how to develop the subject further. Whilst the priorities for development are appropriate, there are no clear timescales and no success criteria linked to how these developments are likely to impact on standards.

HISTORY

126. Two history lessons were observed in Key Stage 2. In addition there was some partial lesson observations, pupils work was sampled, displays scrutinised, and discussions held with pupils at the end of each key stage. On the basis of this evidence, it is clear that pupils' learning develops steadily in history as they move across the key stages. Pupils' achievements in both key stages are in line with national expectations and they make sound progress.
127. Pupils in Key Stage 1 know the differences between past and present. They are enthusiastic and talk in detail of their experiences of history. They trace their family trees and investigating past times through interviews with their elders. Pupils make good links with historical knowledge of England and other countries as so many of their parents represent a range of rich and diverse cultures. The school capitalises well on this aspect of pupils' experience, making good use of learning opportunities provided.
128. In Key Stage 2 all pupils make good progress in their understanding of chronology and can distinguish on timelines, where Roman, Greek, Tudor, and Victorian periods appear. They too are very enthusiastic about history and show great willingness to share their knowledge. This enables pupils to link their general knowledge to questions relating to the Greeks and Romans. For example –why they believed in gods and the implications on the lives of people of today. Visits to places of interest make a significant impact on achievements in Key Stage 2. Pupils remember in great detail their learning at the British Museum, for example, in their investigations into the ancient Greeks in year 5.

- 129 On the basis of limited observations, scrutiny and discussions, the quality of teaching in history lessons is satisfactory overall. The quality of teaching in Key Stage 1 is good but is variable in Key Stage 2. Teachers of young pupils have good subject knowledge, plan in detail from learning objectives and use a variety of first-hand experiences. Overall teaching in Key Stage 2 ranged from good to poor. Where it was poor, little account was taken of pupils' prior knowledge, planning was muddled and questioning was too superficial leading to poor pupil progress and higher attaining pupils being insufficiently challenged. Where teaching is good, planning is matched to the full range of pupil abilities and activities are lively and interesting. Pupils learn through handling authentic historical materials in ways where they have to apply investigative skills. This was seen in enquiries into the ways ancient peoples made 'everyday' objects into works of art. Pupils with adult support for English as an additional language or special educational needs make good to very good progress in the lessons seen. They are targeted well and asked relevant questions to extend their knowledge and skills. As a result, in one Year 6 lesson, pupils with special educational needs, with good support, identified together a significant question in a photograph from the 1940's concerning the absence of black people which provided a rich platform for further investigations of depth.
- 130 The provision for teaching history is satisfactory. Long-term planning in the school policy allocates a subject specific focus within each year group and references published schemes of work to be used. However, some activities specified are under-challenging, as pupils are asked to fill in work-sheets, which results in limited opportunities for pupils to apply historical skills, especially in collaborating, interpreting evidence and raising hypothesis. There is particularly good continuity and progression, however, between the early years and Key Stage 1. An overall strength of the provision is the use made of visitors, visits to museums and theatre companies. These bring the subject alive for pupils and make a lasting positive impression on their attitudes to the subject as the pupils who discussed their work clearly demonstrated.
- 131 The management of history is satisfactory. The current co-ordinator has recently been appointed. She has a good detailed plan for developing history within the Humanities schemes of work. The co-ordinator is having a positive impact on standards. She identifies and purchases what resources are needed to teach different units of work planned. She has created resource boxes and is developing them to cover all aspects of history. The 1930's unit has some good visual and reference resources, for example, and was seen being used in Year 6 history lessons.
- 132 Much has been achieved since the last inspection to improve investigations. Pupil achievements as a result are now in line with national expectations. The co-ordinator is part of Newham's history network and all staff are to be updated on the new National Curriculum requirements this term. Links with local education authority advisory staff are good. History's links with other subjects are beginning to make an impact on pupil progress as seen in displays throughout the school, in geography, art and information and communication technology, where a number of artefacts are either drawn, made or researched. Particularly good links can be seen in religious education, where pupils investigate the 'Life of a Priest' and in personal social and health education the relevance of history on their lives, for example, when exploring the impact of emigration in the 1940's.

INFORMATION TECHNOLOGY

- 133 Pupils' attainment by the end of both key stages is in line with national expectations. Pupils in Year 1 are familiar with basic operations like the use of the mouse and key functions like the delete and return keys. They build up a word bank to describe an object according to criteria like size, colour and shape using key words. By the age of seven, pupils know how to select items from a menu and use programs effectively to search for information.
- 134 At Key Stage 2, pupils develop skills in presenting texts for a newspaper and use specific functions of size and font to adapt articles. Higher attainers explain their choices and demonstrate skills in searching for specific information, for instance when they add graphics to text. In Year 5 and 6, pupils use programmes successfully to create a spreadsheet enabling them to enter simple data like a shopping list or information from receipts and total the costs of different items and save the data. In these tasks, pupils demonstrate good knowledge of the icons on the tool bar and how to label different columns and copy data from one cell to another.
- 135 Pupils including those with special educational needs and English as an additional language achieve appropriately against their prior attainment. This is mainly reflected in the confidence pupils have in learning new skills and in the sophistication of software used. Pupils particularly make gains in skill as they are exposed to a range of skills and programmes which are regularly demonstrated in the information and communication suite with opportunities for pupils to practise and experiment in pairs.
- 136 Pupils in both key stages are interested in and motivated by the use of information and communication technology. They collaborate well and are proud of demonstrating their ability. Concentration skills are good and pupils respond positively to requests of help by their peers.
- 137 Overall the quality of teaching is satisfactory. It is often good. Lessons taught in the suite are well structured and have clear learning objectives. New skills are effectively demonstrated using visual illustrations of steps to be followed and skilful questioning to focus on the key learning points. As a consequence pupils make at least steady progress. Pupils with special educational needs, many of whom have severe learning difficulties are well supported and those with English as an additional language often receive individual support within the group and through collaborative learning. Lessons are appropriately matched to pupils' current knowledge and skills, and pupils are often involved in evaluating their learning.
- 138 The number of computers is adequate and the school uses a range of software to meet the requirements of the National Curriculum. Some use is made of information and communication technology in literacy work but not sufficiently across the rest of the curriculum. Currently there is no coordinator but this has not prevented the school from developing the subject with provision improving substantially since the last inspection. Information and communication technology is a priority identified in the school's development plan with clear timescales for development, appropriate success criteria and arrangements for monitoring and evaluating outcomes. Good use has been made of funding to provide training for teachers and further training is planned for the new academic year.

MUSIC

139. By the end of both key stages, attainment in music is in line with national expectations. In Key Stage 1, pupils in Year 2 explore different sounds using percussion instruments. They distinguish high and low, soft and loud, and fast and slow sounds. They name a range of instruments and categorise them by the sound they produce and by comparing them with everyday sounds. In Key Stage 2, pupils in Year 3 perform rhythmic patterns by clapping and explore how sounds can be organised; they maintain a beat and respond to different overlapping patterns. In Year 4, pupils sing in tune and perform rhythmically with simple parts using a limited number of notes. They use instruments as an alternative to clapping. In Year 5, pupils show a good understanding of pitch, harmony and phrasing as they sing a round in two parts. Pupils in Year 6 analyse what happens within each phrase in terms of pitch, rhythm and movements of notes where patterns are repeated. They use this knowledge effectively to improve their performance.
140. Pupils have good attitudes to music across the school. They participate in lessons with real enjoyment, and persevere in their effort to improve their performance. They work well together showing respect for each other. They treat instruments with care and readily help when they need to be moved or stored away.
141. The quality of teaching of music is good. It is sometimes very good and is never less than satisfactory. In the best teaching, lessons are effectively planned and structured, providing appropriate challenge and guidance to pupils and enthusing them for the subject with the result that the majority of pupils make at least satisfactory progress as they are increasingly exposed to a range of musical opportunities. Lessons are appropriately introduced with reference to skills and knowledge acquired previously and provides ample opportunities for pupils to practise and improve their performance. In one instance, where teaching was only satisfactory, not enough time was taken at the end of the lesson to revisit key concepts and ascertain that pupils had made the gains reflected in the learning objectives.
142. The provision for music is enhanced through additional instrumental tuition for a brass and a violin group as well as a choir. Good use is made of music to support pupils with special educational needs, for instance in the sensory room. There is currently no coordinator for music.

PHYSICAL EDUCATION

143. The majority of pupils will achieve standards which are broadly in line national expectations by the age of seven and eleven. Standards have been maintained since the previous inspection. There was some under-achievement in lessons but this was due to the fact that it was still relatively early in the academic year. In swimming about half of the pupils will achieve the expected standards. Many pupils start as non-swimmers and have little experience of swimming other than with the school. They make good progress in their swimming.
144. Pupils in Year 2 play simple relay games with control and show developing team awareness. They understand the effects of exercise on their body and the importance of warming-up. Social skills, the ability to relate to each other are good

and individual skills are in line with expectations. The ability to organise themselves in groups is the aspect which requires further development. For example, it took a relatively long time for the pupils to organise themselves into a group of seven in one lesson. The teacher was very aware of this and was confident that as the term developed so would their skills in this regard. Pupils in Year 6 showed similar very mature social skills in relating to others but their collaborative skills, of working within a group to solve a common task were still developing. In preparing for their sequence, for example, they were still at the stage of trying to develop it through a 'follow-my-leader' approach, of developing the work through activity rather than discussing and organising themselves and rehearsing section. Nevertheless in the lesson there was clear progress in this regard, so that by the end of the session they were able to perform a sequence with individuals working together well. They demonstrate too the ability to identify how to improve theirs and others' performance with perceptive sensible comments that are also supportive in tone to the individuals concerned.

145. The overall quality of teaching is good and is never less than satisfactory. As a consequence pupils, including those with special educational needs generally make good progress. Lessons are planned carefully so that they build logically throughout the lesson. Good questioning at the beginning of sessions reminds pupils of what they were doing in previous lessons. The teamwork with learning support assistants is very good. Teachers manage the pupils well, class organisation is good and they present the work with enthusiasm. The pace is deliberate on occasions but this reflects the fact that it was early in the term where routines and expectations were being established and also ensures that the pupils understand fully the tasks expected. Teachers have, overall, good subject knowledge and some individual teachers have very good knowledge and, as a result, there are generally high expectations and teachers are able to coach the development of skills effectively. One satisfactory dance lesson seen would have been improved if the pupils had listened and discussed what the music was doing and how the music might have suggested movement rather than pupils reacting to the music. The very positive relationships ensure that pupils have good attitudes to the subject. They are keen and enthusiastic and, as a consequence, work at a good rate and their behaviour is generally good. The behaviour of pupils in Year 6 is very good. Individuals can present some challenge but this never slows the lesson because other pupils do not allow themselves to be distracted and teachers and learning support assistants manage the behaviour well and in a positive fashion. Year 6 pupils, in particular, demonstrate outstandingly mature attitudes towards other pupils with disability, ensuring that they are fully integrated into the activity. For example, two pupils displayed nothing but a warm and positive reaction when asked to work along with a particular pupil with a physical disability and the adult working with him. They took great pleasure as a group when all achieved their somersault at the same time.
146. The quality of accommodation is good, although the acoustics in the main hall are poor. Resources are good and organised efficiently. Since the last inspection a co-ordinator for the subject has been appointed who offers support and advice to other members of staff and who monitors the development of the subject through the planning.

RELIGIOUS EDUCATION

147. Standards of attainment are broadly in line with the expectations of the locally agreed syllabus throughout the school. The timetabling of lessons in religious education is often simultaneous with other year groups so that it was not possible to observe more than a few lessons during the inspection. There was also little recorded evidence, in particular at Key Stage 1. Judgements are based on a small number of lessons seen, scrutiny of available work and discussion with pupils. Teachers' planning is based on the school's scheme of work for religious education, which meets the requirements of the Newham Agreed Syllabus. Recently, a systematic review has taken place of the new national scheme of work from and, where appropriate, units from this scheme have been adapted by the school. Planning is also strengthened through the links with planning for personal, social and health education. In addition to the timetabling of religious education, pupils take part in regular 'circle time' sessions, where themes are followed closely related to the planning for religious education. These sessions also often end with an act of collective worship within the base, which strengthens the pupils' understanding.
148. Work displayed and in pupils' books show that planned teaching covers the beliefs, key figures and ceremonies from a range of faith communities so that by the end of their time in the school pupils will have had an opportunity to discuss and write about these. However, the majority of work is covered orally and it is not clear from the work seen or from the displays how extensive and thoughtful is pupils' understanding, nor what opportunities are given for more able pupils to deepen their understanding. For example, in Years 1 and 2, current work on the meaning and celebration of harvest around the world is reflected in display and a class book that gives no indication of more able pupils' thinking being extended.
149. Teaching is sound overall but with some very good features in Key Stage 2 and as a consequence pupils make steady progress. In Years 3 and 4, pupils learn about signs and symbols, particularly in relation to Passover. They are shown a Seder plate and the symbolism of the different items put on the plate were discussed. The significance of the story of Moses for Jews, Christians and Muslims was noted and effective use is made of this in relation to the many faiths represented in the school. In Years 5 and 6 pupils were discussing the meaning of pilgrimage and preparing for a pilgrimage to a number of places of worship within the local community. As part of this, they look at pictures and pose questions, recording these on a group chart. They then make effective use of reference books to begin to find answers to their questions. Although efforts are made to include all pupils orally, the less able cannot access the activity so readily, given the reading level of the books and the need to answer questions in writing. In the ensuing circle time, pupils with 'expert' knowledge of their own faith are able to offer further answers. Finally, in the act of collective worship, the pupils were invited to consider their feelings and thoughts on entering a new place of worship. The thoughtfulness of many of their responses demonstrated the highly effective way in which the teacher has structured this series of lessons and provided for those present a very significant and powerful spiritual moment.
150. The co-ordinator has specialist knowledge and provides good leadership in this area. The resources for the subject, including reference books and artefacts are satisfactory and are used well. Teaching in this subject is sound and pupils enjoy their lessons, deriving more from them because of the effective links with personal, social and health education, circle time and the act of collective worship. Teaching activities need to consider the challenges needed for the more able and the support required for the less able in their writing, so that all pupils can make good progress.