

INSPECTION REPORT

MANORFIELD PRIMARY SCHOOL

Tower Hamlets

LEA area: London Borough of Tower Hamlets

Unique reference number: 100920

Headteacher: Mrs. E. Christer

Reporting inspector: Peter Sudworth
2700

Dates of inspection: October 9th-13th , 2000

Inspection number: 224683

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	3-11 years
Gender of pupils:	Mixed
School address:	Wyvis St, Poplar, London
Postcode:	E14 6QD
Telephone number:	020 7987 1623
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Appropriate authority:	Governing Body
Name of chair of governors:	Susan Penfold
Date of previous inspection:	23rd February, 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Peter Sudworth 2700	Registered inspector	Mathematics; Music; Design and technology; Special educational needs.	What sort of school is it? The school's results and achievements; How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Gillian Bindoff 9457	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes, values and personal development.
Gordon Longton 21910	Team inspector	Science; Physical education; Information technology.	How good are the curricular and other opportunities offered to pupils?
Mike Gallagher 17828	Team inspector	Geography	
Susan Metcalfe 20003	Team inspector	English; English as an additional language; Religious education; Equal opportunities; Foundation Stage.	
Lesley Jones 10240	Team inspector	History; Art and Design.	
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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Manorfield Primary School is situated on the Teviot Estate in Poplar in east London in the London Borough of Tower Hamlets. It educates pupils from 3-11 years of age. It is a two-form entry school with two classes for each age group. The number on roll has remained fairly consistent over recent years. The school serves an area of predominantly rented housing. Approximately 90 per cent of the homes in the area are rented. The area is one of high unemployment. Sixty-six per cent of the pupils are entitled to free school meals which is very high in comparison with the national average. Forty-one per cent of the pupils speak a language other than English as their first language, well above the national average. Sixty of these pupils are supported with additional funds. Twenty-five per cent of the pupils are on the special educational needs register; most have learning difficulties, others emotional or medical difficulties. Eight pupils have statements of special educational need because they have more serious problems. Less than half the pupils (44.8 per cent) are of white United Kingdom origin. The school experiences a high turnover of pupils. In the last academic year 82 pupils, approaching 20 per cent, either joined or left the school. Overall, the attainment of the pupils on entry is below average. Over half the pupils are from different ethnic backgrounds.

Although the majority of ethnic minority pupils come from families from the Indian sub continent, 8 per cent of its ethnic minority pupils have other Asian origins. A substantial number, 34 per cent, of the ethnic minority pupils in the school are from families from the Caribbean or Africa and a growing number of refugees and asylum seekers have joined the school recently including children from Russia and Kosova. Sixty pupils are directly supported through ethnic minority and traveller grant funding (EMTAG).

HOW GOOD THE SCHOOL IS

The school is providing a sound education for its pupils. Pupils are enthusiastic about school and most have good attitudes to their work. They make satisfactory progress and children who have little understanding of English when they start school make good progress in their understanding and acquisition of English. The quality of teaching is good overall and the curriculum is satisfactory. The school has made some significant improvements since the last inspection. The effectiveness of the school in providing for the needs of its pupils and in serving the community is satisfactory overall. Levels of achievement are generally appropriate given the pupils' prior attainment. Value for money provided by the school is satisfactory and it applies the principles of best value.

What the school does well

- The good quality of teaching;
- The standards of work in art and history in Key Stage 2;
- The commitment of the staff;
- The good relationships amongst the children and between the staff and children and amongst the staff;
- Pupils' behaviour and their respect for each other's cultures and beliefs;
- The very good provision for pupils' moral, social and cultural development;
- The good provision for pupils who have special needs and those who speak little English;
- The value placed on individuals thus creating a good environment for learning.

What could be improved

- The performance of Key Stage 1 boys in reading, writing and mathematics;
- Record keeping except in English, mathematics and science and the use of records to inform lesson planning and to match the work to pupils' prior attainment;
- Standards of work in information and communication technology (ICT) in Key Stage 2 and the quality of the mathematics curriculum throughout the school;
- Strategic planning and the rigour of internal management systems;
- The school's partnership with its parents and their involvement in the life and work of the school; information for parents, including reports;
- Levels of attendance and punctuality;
- Monitoring of pupils' personal development;
- Staff's awareness of child protection issues;
- The amount of teaching time in Key Stage 2.

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

The strengths of the school and its areas for development are finely balanced.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February, 1998. The headteacher has ensured that many of the key issues for development reported previously have taken addressed. The quality of teaching has improved significantly with consequent improvement in the quality of learning. Curriculum co-ordinators have now been appointed for each subject, although the high turnover of staff meant that there was no deputy headteacher at the time of the inspection and no co-ordinators for music, physical education and early years. School development planning is more thorough with clearly specified priorities and target dates. Monitoring of the curriculum is much better. The Governing Body has recently been re-constituted and has specific plans to inform itself about the work of the school and standards in teaching and learning. Financial planning is linked more closely to the school development plan. Record keeping is better in English and mathematics and science but it is relatively undeveloped on other subjects and does not yet inform planning sufficiently well. Induction for new teachers is now very good. Some improvements have been made in information and communication technology (ICT) at Key Stage 1 but standards are still below expectations in Key Stage 2 but improving. There are good opportunities for in-service training based on teachers' personal needs and their roles in the school and some are linked to the school development plan. The school now meets the Code of Practice for special needs pupils.

STANDARDS

The table shows the standards attained 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	A	Well above average A Above average B Average C Below average D Well below average E
Mathematics	C	E	C	B	
Science	C	E	C	B	

Most children reach the expectations stipulated for the end of the Reception year, the Foundation Stage. The results in national tests have fluctuated widely from year to year mostly dependent on the percentage of special needs pupils in any one year. In 1999 results in end of Key Stage 2 tests were better than in 2000 when Year 6 contained nine statemented children for special educational needs. Standards observed during the inspection were overall in line with expectations in most National Curriculum subjects. However, they were overall below expectations in mathematics in both key stages and in Key Stage 2 they were below expectations in ICT in Key Stage 2 but above in art and history. There was insufficient evidence to judge standards of work in music and design and technology. Boys in Key Stage 1 have been performing consistently less well than girls in reading, writing and mathematics in Key Stage 1. Standards in religious education are in line with expectations in the locally Agreed Syllabus in both key stages. The school's pupils make satisfactory progress overall in their work but they could be higher in mathematics in which Key Stage 2 girls do less well than the boys. They are not yet high enough in this subject or in ICT at Key Stage 2. The school did not meet its targets in 1999 but these were set unrealistically high considering the high percentage of special needs pupils in the year group. Pupils who start school with little or no English make good progress in the acquisition of English, partly through mingling and playing with other children.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work and enthusiasm for school.
Behaviour, in and out of classrooms	Behaviour is mostly good.
Personal development and relationships	Pupils have good relationships with each other and with their teachers; opportunities for pupils to acquire responsibility are limited.
Attendance	Attendance is well below the national average and levels of punctuality are a cause for concern.

Levels of punctuality are unsatisfactory.

TEACHING AND LEARNING

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

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

All teaching observed was at least satisfactory or better. Seventy per cent of all lessons were good or better, and included 22 per cent which were very good. A small number of lessons (3 per cent) were excellent. Teachers have a good understanding of the National Literacy Strategy and teach English well. The teaching of the National Numeracy Strategy, including mental work, is sound but the overall teaching of mathematics is good. The match of work to pupils' needs in all subjects is usually good but there is room for greater precision in matching work to pupils' prior attainment, particularly in the Years 5 and 6 mathematics sets and for children under-five. Lessons are well planned and expectations of behaviour are high. Teachers know the children

well, and have good knowledge of the subjects they teach thus assisting the quality of pupils' learning. Most pupils usually work well in lessons and show good levels of interest in what they do.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Appropriate provision is made for the under-fives and the Foundation Stage. Provision to teach the National Curriculum and religious education in Key Stages 1 and 2 is sound overall, although not yet well developed in ICT. There was little evidence of composition in music or application of mathematics.
Provision for pupils with special educational needs	The special needs co-ordinator is effective and she has the good support of several learning support assistants. Pupils with learning and emotional difficulties usually make sound progress.
Provision for pupils with English as an additional language	Good provision is made for pupils whose first language is not English, including the support of bilingual assistants and a full-time teacher who supports groups of children.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' social, moral and cultural development is very good and it is satisfactory for their spiritual development.
How well the school cares for its pupils	Record keeping is good in English, mathematics and science but not well developed in other subjects and the under-fives. Assessment does not yet sufficiently inform lesson planning. Records of pupils' personal development are unsatisfactory. The school's arrangements for pupils' welfare are satisfactory.

Overall, the links with parents are satisfactory but there is much room for improvement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall the leadership of the school is sound. Co-ordination of subjects is now well established. Some significant improvements have taken place in the leadership and management of the school but there is still some imprecision in organisational systems and in strategic planning.
How well the governors fulfil their responsibilities	The Governing Body fulfils almost all its statutory responsibilities. There are some omissions in the annual report to parents. It is committed to becoming more involved in school planning and monitoring what goes on in school.
The school's evaluation of its performance	The school has begun to track pupils' progress to better effect but it does not regularly consider the progress of its planned developments.
The strategic use of resources	The budget is managed well and finance is linked to the school's priorities. Grants for specific funding are targeted accordingly.

Levels of staffing and amounts of teaching resources are good. Accommodation is satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school; • The quality of teaching is good; • Their children work hard and make good progress; • Pupils' behaviour is good; • They are well informed about their children's progress. 	<p>A very few parents state that:</p> <ul style="list-style-type: none"> • they are not well informed about how their children are getting on; • do not feel the school is well led and managed; • the school does not provide an interesting range of activities outside lessons; • the school does not work closely with parents.

The inspection team agrees with all the parents' positive views of the school. The range of extra-curricular provision provided voluntarily by staff is satisfactory. Annual reports to parents do not give enough attention to pupils' capabilities in the curriculum subjects and they do not receive any outline of what their children are to study during the course of the term. The leadership and management of the school are satisfactory. The school could work more closely with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 Pupils show a range of ability and experience on entry to the Nursery but attainment is overall below average, particularly in language. By the age of five most reach and some exceed, the nationally recommended goals for children at the end of the Reception year. The attainment of the children by age five is broadly in line with that at the time of the previous inspection report.
- 2 The children's attainment by age five is in line with expectations in their personal, social and emotional development and in their physical and creative development and in their knowledge and understanding of the world. It is broadly in line in their mathematical and language development. Several pupils still find difficulty in speaking because their first language is not English. It is close to expectations in mathematics. The children make good progress in most aspects of their learning and sound progress overall in their physical and mathematical development. The bilingual assistant has raised standards in listening particularly, although many pupils still have limited vocabularies. The children relate well to one another, share and persevere and treat each other fairly. The children make good progress in language development overall. The children listen well and respond to stories with enthusiasm. Many are able to write some of the letters in their name and find words and pictures starting with the same letter sound. Older children handle books with care. In mathematics they can count on and back sometimes with support. In the Nursery one-third of the children recognise numbers to nine and a further third are well on their way to doing so. In the Reception class most children can count to 20 and they know some common two- and three-dimensional shapes. The children learn about health and hygiene through their water activities and know that they need to keep themselves clean. They can name some parts of the body. Reception children understand about the eating and living habits of different animals and their sources of food. They make good progress in their fine motor skills such as handling pencils and brushes and sound progress in other aspects of their physical development.
- 3 In 1999 the pupils' attainments in the national tests at the end of Key Stage 1 were average in reading and mathematics against all schools and above average in writing. Against similar schools, as judged by free school meal percentages, they were well above average and very high in writing. Teachers' assessments of how well the pupils attained against the National Curriculum expectations in science were well below the national average but above average for those who gained the higher level. Over the past four years the results at the end of Key Stage 1 have been below the national average in reading and writing and equal to the national average in mathematics. Key Stage 1 girls have been outperforming the boys consistently in writing and reading and outperformed the boys in three years out of four in mathematics. The girls have been doing better than the national average in writing and mathematics.
- 4 At the end of Key Stage 2, pupils' attainments were average in mathematics and science and well below average in English. The percentage of pupils obtaining the higher level was above average in English and close to the average in mathematics and in science. Against similar schools they were well above average in English and above average in mathematics and in science. Overall, however, over the past four years the results in all three subjects have been below the national average.

- 5 In Key Stages 1 and 2 pupils' achievements in English are generally satisfactory but several pupils have reading difficulties. They make sound progress in reading given the attainment on entry but few attain at a high level. The more able pupils in both key stages are able to self-correct and discuss character. Some have favourite authors. Most pupils know about the blurb and have strategies to select books when given a free choice and many have good knowledge about non-fiction books. When asked to apply their skills they are often slow in finding the information, despite using their learned scanning skills. Writing skills are satisfactory overall, although spelling is sometimes weak. Older pupils in Year 6 have begun to use extended writing and redraft and edit their work. They generally use grammar accurately. Handwriting and presentation skills are variable but could be better. In mathematics, presentation is often untidy and the children do not use the squares in their books sufficiently well to aid accuracy. Pupils' attainment in mathematics is below expectations overall, although a few pupils in both Years 2 and 6 attain well. The pupils do not have good opportunities to investigate in mathematics and seek for relationships. Neither do they have enough opportunities to present data in different ways and to apply their mathematical skills. Standards observed during the inspection in both key stages were appropriate in science and English given the pupils' prior attainment. The targets, which were not met in 2000, were set by an external agency without reference to the Years 2 and 6 cohorts which contained high numbers of special needs pupils including nine Year 6 statemented pupils. Key Stage 1 boys have been performing consistently less well than the girls in reading, writing and mathematics.
- 6 The provision for special needs pupils is good and the children receive good support from adults. The learning support assistants (LSAs) work closely with the special needs co-ordinator (SENCO) and the teachers plan suitable programmes with them for the pupils, although there is currently a lack of ICT software. Overall, their progress is sound. Higher attaining pupils do well in English but the same level of close match to their work is not yet planned in mathematics and affects the pupils' overall progress.
- 7 Standards in ICT are in line with expectations at the end of Key Stage 1 but currently below expectations at the end of Key Stage 2. This is mainly because the school's development of the ICT curriculum has been slow, the staff has lacked skills and the school has lacked equipment. These issues are being addressed but the school has not yet fully implemented the National Curriculum in the subject and insufficient opportunities have been provided in the past for pupils to use control and modeling techniques. Pupils make unsatisfactory progress in Key Stage 2 but it is satisfactory in Key Stage 1. Equally ICT has not been used widely across the curriculum in either key stage.
- 8 Standards of attainment in physical education and geography are in line with expectations in both key stages and in art in Key Stage 1 and pupils make sound progress. Standards of art in Key Stage 2 are above expectations and pupils make good progress. This is because of the wide range of media the pupils use and the structure of key skills and content. Pupils' attainment in history in Key Stage 1 is satisfactory and progress sound and there are some good features of the work in Key Stage 2 in which pupils make good progress. There was insufficient evidence to judge attainment in music and design and technology. Pupils' attainment in religious education at the end of both key stages is in line with the Local Agreed Syllabus and most make satisfactory progress.
- 9 Because of the high numbers of ethnic minority and English as an additional language pupils in the school, these pupils are represented at all ability levels. Ethnic

minority pupils achieve the standards appropriate for their ages and prior attainment in line with all pupils. Pupils for whom English is an additional language achieve appropriate standards in English as a result of the support they receive in class by the bilingual support workers and the teacher employed through the ethnic minority and travellers grant (EMTAG).

- 10 Current standards in mathematics are not as high as at the previous inspection. Pupils' mental skills are not well developed in either key stage and their accuracy in calculations is affected by their poor setting out of work. Standards in science have improved in Key Stage 1 and in English in Key Stage 2. Reading and writing standards are now as expected for the pupils' ages, bearing in mind their prior attainment. Most pupils are making sound progress but a few make good progress in reading and writing. Standards in ICT have improved in Key Stage 1 but remain below expectations in Key Stage 2.

Pupils' attitudes, values and personal development

- 11 Pupils enjoy school and have good attitudes to their work. The very good relationships between pupils, teachers and the other adults in the school contribute to a good environment for learning and pupils feel valued and secure. These judgements are similar to those at the time of the previous inspection. The large majority of pupils respond positively to good teaching and show interest and enthusiasm in lessons. They sustain their concentration well but do not always take a pride in their finished work. Good working habits are established in the early years at school and pupils in the Nursery and Reception classes are able to work independently, select the resources they need, use them carefully and tidy away when they have finished. Pupils with special educational needs contribute well in lessons and take a full part in the life of the school.
- 12 Pupils enjoy the range of activities provided, including out of school visits and after school clubs. Year 4 pupils were keen to talk about their recent visit to The Tower of London and the Key Stage 2 pupils chosen to participate in a festival of arts and music at The Dome were very excited about attending rehearsals.
- 13 Behaviour is good. Pupils are polite and friendly and willing to help in a range of classroom duties. They work well together in pairs and small groups and are quiet and sensible in assemblies. Year 5 pupils were congratulated for their very good behaviour and mature attitudes on a visit to The Commonwealth Institute during the week of the inspection. Behaviour at lunch-times and in the playground is mainly good. There is some boisterousness but no incidents of bullying or oppressive behaviour were observed. With few exceptions, pupils feel confident that the staff deals with bullying or racist incidents effectively. There have been no recent permanent exclusions of pupils, but a very small number of pupils are excluded from school for fixed periods when their behaviour presents a danger to themselves or to other pupils.
- 14 Pupils respond very positively to the good role models provided by staff and to the very good opportunities provided for moral and social development. The pupils have a wide diversity of faiths and cultural backgrounds but all integrate successfully into the school community. One pupil stated that 'everyone was a friend of everyone else'. Year 5 pupils discussing Islam in a lesson of religious education valued what they had to say and showed respect for their faith. Pupils joining the school with

English as an additional language feel welcomed and make friends quickly. Pupils listen to each other and support each other well. Year 4 pupils taking part in a project linked to health education were keen to contribute good things to say to each other, for example 'you are my best friend' and 'I like you because you are helpful'.

- 15 Pupils have relatively few opportunities to develop their own initiatives or to take responsibility within the school and this is a weakness within the provision for pupils' personal development. However, pupils are able to take responsibility for their own learning when opportunities are given. Some Years 5 and 6 pupils have successfully produced a school magazine themselves. Pupils' attendance is well below the national average and many parents do not bring their children to school in time for the beginning of the morning session. Persistent absence and lateness limit pupils' opportunities to learn but do not reduce their enthusiasm for school.

HOW WELL ARE PUPILS TAUGHT?

- 16 Overall, the quality of teaching is good, representing an improvement on the previous inspection report. In the main it is sound in the early years but the quality is better in the Reception classes. It is good in Key Stages 1 and 2. All teaching observed during the inspection was satisfactory or better. Seventy per cent of teaching was good or better of which 22 per cent was very good and 3 per cent excellent.
- 17 The teaching is good in English in both key stages and in mathematics in Key Stage 2. It is good in science in both key stages. The Literacy Strategy is well taught overall and work is well matched to pupils' prior attainment. The best literacy teaching includes very careful planning, challenging work and high expectations about attitudes and behaviour. Progress in lessons is marked with rapid learning and the successful completion of all planned tasks. Pupils enjoy the texts they are given to read, for example the choice of Macbeth appealed to the pupils in Year 6. The teacher painted the scene with good use of language and created a special atmosphere. She made good use of short video excerpts which related to their previous study of the text. Lively discussion followed about the advantages of a film producer compared to the writer in creating a scene. The pupils built up a good understanding of Macbeth enabling them to write their own opening scene of the plot. Teachers use questions skillfully in literacy lessons to challenge and guide learning further. In these lessons teachers include a high proportion of direct teaching. They encourage, explain and give examples and plan for pupils' active involvement in the lesson. Teachers' knowledge about the Literacy Strategy is good, as is their knowledge of their pupils' abilities. They combine the two effectively so that pupils can achieve success. Pupils who have a special educational need are well supported and work is planned to meet their needs. When teaching is less effective teachers over direct, do not draw enough from the pupils by questioning and do not match work carefully to pupils' individual needs. This particularly affects the standards achieved by the more able pupils. This lack of challenge causes pupils to lose concentration and results in restless behaviour and untidy, incomplete work.
- 18 Some good numeracy teaching takes place but the standard of teaching in this aspect of mathematics is inconsistent and some lacked sparkle, enthusiasm and did not retain the pupils' interest. In the best there is a good use of the Numeracy Strategy with brisk questioning which calls upon pupils to develop their mental strategies. Pupils are required to explain the methods they use to obtain their answers and this also helps their speaking skills. Pupils are taught specific skills to assist their calculations. For example, in one lesson pupils were adding together three numbers mentally and the teacher told the pupils to place the biggest number in their head first. Their strategies were helped as a result. In a Year 4 numeracy lesson pupils enjoyed

measuring various parts of the school using appropriate resources for the task. Pupils worked well without direct supervision. Time and resources were well managed and the teacher's very good rapport with the pupils produced very effective learning. They had to estimate specific distances between 5 and 30 metres. One group felt that they had sufficient available corridor length to reach the last 10 metres in the 30 metre target; they missed by three metres but they were genuinely intrigued by the activity and enthusiastic about the work.

- 19 Teaching of ICT is not yet well developed and the teachers still lack sufficient expertise, although a few teachers teach this subject well. The teaching of religious education is good. Special needs teaching is good and the individual education plans are usually well targeted. The learning support assistants offer good support in class. However, the lack of ICT software for special needs work does not encourage a variety of teaching approaches. The progress which special needs pupils make is satisfactory taking into account their specific difficulties. The pupils who receive special teaching because of their lack of English make good progress partly because of their acquisition of language from other children during their day-to-day contacts with them but also in part due to the good focused work in small withdrawal groups.
- 20 Teachers' lesson planning is good in mathematics and English and satisfactory in other subjects. However, except in English, assessment of pupils' progress in lessons is not informing subsequent lessons sufficiently well or the match of work to pupils' prior attainment. In mathematics, for example, although the Years 5 and 6 pupils are set into four groups, each group is being taught as a homogeneous class despite the wide spread of ability within the sets. Records of pupils' ongoing progress are not well developed except in English, mathematics and science.
- 21 Teachers have good relationships with their pupils and manage their behaviour well. Lessons begin promptly but time is leisurely before assembly. Whilst the amount of teaching time meets the minimum recommended amount in Key Stage 1 it is below the minimum in Key Stage 2 by 75 minutes weekly, amounting to two weeks of lost teaching time during the course of the year. Further time is eroded bringing the pupils in from breaks and settling them down.
- 22 Homework is used suitably to support pupils' work in class and they are given a return date for its completion.
- 23 Every class has a number of ethnic minority pupils and those whose first language is not English (EAL). Teachers' planning takes account of their specific and particular needs along with those on the special educational needs register. The EMTAG teacher ensures that teachers are aware of the stages of English of ethnic minority pupils. Teachers know which pupils are monitored by the EMTAG teacher and which are targeted to work with her.
- 24 Ethnic minority and EAL pupils in the Nursery, Reception and at Key Stage 1 generally receive their support from bilingual support assistants and nursery nurses. This system works well. Their needs are primarily the learning of English and the support given specifically enables them to access the curriculum fully. By the end of Key Stage 1 the majority of pupils who do not speak English as their first language reach a competency in English which matches that of other pupils.
- 25 At Key Stage 2, pupils receive more specifically targeted support to meet their particular needs. They have access to bilingual support. Teaching of EAL pupils and special needs pupils during specific withdrawal sessions is good and their withdrawal from class is carefully planned so that they do not miss other aspects of their work.

Often the teachers choose aspects of work that match the class curriculum so that pupils do not lose their entitlement to the full curriculum. Planning of work for both the special needs and EAL pupils is simple and matched to previous work and an assessment of pupils' specific needs.

- 26 The teachers of the EAL and special needs pupils use a suitable range of language skills and an appropriate vocabulary to stimulate their listening and learning skills, and provide a good linguistic role model.
- 27 By working with small groups they ensure that those less confident who would not contribute to a class discussion feel comfortable and secure and have the opportunity to take part actively in sessions. They set a good pace with their sessions, do not waste time, and all resources are near to hand, plentiful and appropriate to drive learning forward.
- 28 The EMTAG teacher knows how the lessons link in to the overall plan for individuals' acquisition of English and what her success criteria are. She assesses continually and uses this ongoing assessment to dictate the pace of sessions. She is a relaxed teacher whom pupils trust; she generates enthusiasm and communicates this well to all in her groups. She uses specific and focused questions to give confidence. The SENCO has a calm manner and good skills and works hard in overseeing the work of the large number of pupils on the register, liaising with the class teachers and reviewing the individual education plans at the appropriate time.

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

- 29 The previous inspection identified several curriculum areas for improvement in the key issues. While certain of these have been satisfactorily addressed, other areas still need more attention. The quality of the curriculum is satisfactory overall, although the provision for the ICT curriculum is still unsatisfactory in Key Stage 2 and there was little evidence of compositional work in music. The curriculum promotes pupils' intellectual, physical, social and personal development and prepares them for the next stage of their education. Good improvements have been made since the previous inspection in the quality of provision for pupils' social, moral and cultural education and slight improvements for the spiritual dimension.
- 30 The provision for ICT has improved with the purchase of new machines and software but some weaknesses remain in the coverage of the National Curriculum in modeling and control. However, effort is currently being put in to the ICT curriculum to address these weaknesses. All the staff has received training. ICT is taught as a separate subject and good use is now made of the computer suite. The school has plans to provide pupils with more opportunities to work with computers including Internet access. The school is also planning to involve parents more in the near future and to continue to provide a computer club for pupils. Some limited progress has been made in improving planning, assessment and monitoring in all subjects of the curriculum but these are areas that require more development. All subjects of the curriculum, except physical education and music, had a co-ordinator responsible for developing, planning and monitoring achievement and progress in learning across the school at the time of the inspection. The governors have still not finalised their policy on sex education. Religious education meets the requirements of the Local Authority's Agreed Syllabus.

- 31 The mathematics curriculum is not yet sufficiently balanced, and investigation, data handling, and application of mathematics are not receiving enough attention. A variety of recording techniques is not in evidence, for example Carroll and tree diagrams. The school does not give sufficient attention to the application of mathematics to real life situations.
- 32 The school makes good provision for special educational needs. The special needs co-ordinator works effectively and pupils with special needs are identified quickly. The learning support assistants offer good support.
- 33 The National Literacy and Numeracy Strategies are now well established in both key stages, although stronger in literacy, and are supported by detailed planning for each week's lessons.
- 34 All teachers take good account of the guidelines of the National Literacy Strategy in planning the literacy curriculum and the daily literacy hour. This is having a positive effect on standards. Nonetheless, insufficient opportunities are provided for pupils to develop their literacy and mathematical skills across the curriculum and to make more use of ICT.
- 35 Pupils have equal access to the curriculum and careful arrangements are made when pupils are withdrawn from class for group work to ensure they cover similar work. For example, teachers ensure that EAL pupils have the same curriculum provision as others within their classes. When working with the EMTAG and SENCO teachers pupils are withdrawn as necessary for lessons that match the classroom provision. They are withdrawn for literacy sessions when the class is doing literacy work and the EAL pupils are also withdrawn for tasks that match those of the main class and so when they rejoin the class they have had similar access and opportunities. If they have to be withdrawn at other times, the EMTAG teacher tries to take them after the initial introduction to sessions so that when they return they may not have completed the same tasks but will know what has gone on. Teachers try to ensure that pupils have the opportunity to undertake tasks at a later period.
- 36 The rich variation within the local community and amongst parents is not being sufficiently exploited to enrich the curriculum of all pupils. The diverse nature of cultures within the community is a recognised asset but plans to engage this systematically for developing and widening the curriculum are at an early stage of development. Relationships with partner institutions to support the curriculum are good.
- 37 Opportunities for extra-curricular activities are satisfactory. There is a full range of sporting activities arranged according to the season of the year. Training in football, basketball, cricket and swimming is available. Pupils have attained well in swimming to which more time is given than in most schools. Cycling proficiency training was observed during the inspection.
- 38 The school provides good opportunities for overseas trained teachers to work towards qualified teacher status. The school is recognised by a local university as being a good partner in the training of teachers.
- 39 The school uses planned visits well to enhance pupils' curricular experiences. These include visits to various museums and places of worship. During the inspection, Year 5 pupils visited The Commonwealth Institute to study Aboriginal art. Other pupils visited The Dome to prepare for a special event to be held in the near future. Many visitors also improve the pupils' curriculum, for example the local assistant vicar, who

led one of the assemblies during the inspection, and a travelling theatre group, who were observed working with Year 4 pupils.

- 40 The school's provision for spiritual, moral, social and cultural development is good overall. The school is careful to ensure the acceptability of its provision to all the major faiths represented in the school population.
- 41 Provision for spiritual development is satisfactory. Acts of worship provide pupils with opportunities for reflection and prayer. Pupils are encouraged to think about other people's feelings and how they can contribute to the happiness and well being of their friends, families and the community in which they live. In a Key Stage 2 assembly pupils thought about children less fortunate than themselves. As part of their harvest celebration the pupils decided to collect food, which will be sent to Romania by a charity organisation. There are good opportunities for pupils to reflect upon the work of famous artists and to produce art work themselves in the same style. Music too plays a part in the development of pupils' spirituality. As they enter for acts of worship pupils listen to recorded music by the composer of the month, although at times more reference could be made to the music. Pupils were observed singing well in a Key Stage 1 act of worship and pupils benefit from the teaching of a peripatetic musician. The school has close links with the local church. The festivals of all religions represented in the school are celebrated and pupils visit for example a Hindu temple, a mosque and a synagogue. Religious education makes a significant contribution to spirituality. It provides pupils with knowledge and understanding of other major faiths as well as Christianity.
- 42 The provision for pupils' moral development is very good. Class rules are displayed in most classes. All staff have a positive approach to behaviour. Pupils are helped to understand the difference between right and wrong and to see the consequence of their actions on others and themselves. There is a strong emphasis on good behaviour throughout the school. The staff aims to create an orderly environment and to help pupils to become responsible members of the community. The school is effective in developing a harmonious atmosphere in which the pupils' different backgrounds, cultures and faiths are respected and valued. All adults in the school set a good example to pupils and encourage good relationships. Signs around the school are displayed in different languages. Collective worship makes a valuable contribution to pupils' moral development.
- 43 The provision for pupils' social development is very good. In assemblies issues such as kindness, friendship and caring are taught well. At break- and lunch-times the school provides small apparatus for pupils to use and pupils play happily together. Quiet areas with tables and seats are provided for those who want to talk with their friends. The teaching and non-teaching staff work hard to build up an awareness of the school as a community where each member is valued and works for the common good. Pupils are expected to care for their surroundings and to take responsibility for classroom equipment. Social skills are developed successfully during lessons when pupils of all ages are encouraged to work in pairs and small groups. Pupils willingly help as monitors in classrooms.
- 44 The provision for pupils' cultural development is very good. Pupils have opportunities to learn and appreciate the richness of their own culture through music, art, geography and history. Many visits are made to local places of interest to bring culture alive for the pupils and stimulate their interest in traditions and events. Through religious education lessons pupils study the major world religions. All pupils are made aware of each other's important festivals such as Christmas, Diwali, Eid and Yom Kippur. The school enjoys visits from a travelling theatre group. The

National Literacy Strategy is successfully introducing pupils to a range of authors. Pupils develop an awareness of British culture through history lessons and visits and pupils appreciate how life has changed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 45 Overall the arrangements for the care of pupils and their welfare are satisfactory with some strengths and some areas of weakness and confirms the judgement made at the previous inspection. The school aims to listen to children, treat them fairly and ensure that they feel valued. These aims are met successfully and the strong commitment of staff to the pupils is a strength of the school. There is a strong, shared philosophy that no-one should ever give up on a child and this is valued by governors and parents. Many pupils come to the school with difficulties arising from their social and economic background and the pupils are very well supported, especially by the LSA's. The very good relationships between the pupils and the adults in the school give pupils confidence and a desire to learn.
- 46 Pupils are very well supported when they enter the Nursery and make a good start to their early years at school. The very good links between the school and the local Care and Toddlers Group ensure that children are familiar with school staff. Children look forward to joining the Nursery and make a smooth transition.
- 47 Specialist support for pupils is also good and includes a home/school link worker and the Tower Hamlets behaviour management support team. Pupils with special educational needs and pupils with English as an additional language are also well supported. Further work is needed, however, on considering the ethnic background of pupils, in particular the languages, culture and customs of pupils from Somalia and other African countries.
- 48 The school provides a secure environment for pupils and has satisfactory procedures for ensuring their safety. First-aid arrangements are good. Risk assessment for out-of-school visits are also good and progress is being made to extend risk assessment to cover all school activities. Governors are becoming more actively involved in their responsibilities for health and safety.
- 49 Procedures for child protection are in line with local requirements but training for staff to identify the signs and symptoms of abuse and to respond to disclosures is unsatisfactory. The curriculum for personal, social and health education is not well co-ordinated, although there is some good provision in health education topics. A drugs education programme, Project Charlie, is providing good opportunities for some pupils to raise self-esteem and become more aware of health and safe living. There are plans to extend this within the school but a systematic programme is needed to ensure that all pupils are well prepared to take decisions for themselves.
- 50 Procedures for promoting good behaviour are well considered. There is a consistent approach throughout the school and pupils and parents are well aware of the school's expectations. Pupils contribute to school and class rules and are enthusiastic about the system of rewards for good work and good behaviour. The system of individual and class awards is effectively used and pupils value them. Good procedures are in place to monitor the pupils who have difficulty managing their own behaviour and good records are kept of incidents. However, no records are kept of pupils' personal progress and achievements and procedures for monitoring the personal development of all pupils is unsatisfactory.

- 51 Procedures for monitoring attendance are barely satisfactory. There is confusion between the circumstances which differentiate between authorised and unauthorised absence and reasons for pupils' absence are not systematically recorded. Records from parents and carers about absence are not systematically maintained. Pupils' late arrival at school is also not recorded accurately and the reasons for lateness are not fully kept. However, some good procedures are in place to monitor patterns of absence and the headteacher and the co-ordinator for special educational needs are well informed and take effective action. Although the school repeatedly informs parents and carers of the importance of good attendance and punctuality, new strategies are needed to improve the communication between home and school in order to raise levels of attendance.
- 52 Overall, the procedures for assessing pupils' attainment and progress are satisfactory. There are good systems in place for judging pupils' achievements in the core subjects of English, mathematics and science in Key Stages 1 and 2, but there is no formal assessment in the foundation subjects, religious education and information and communication technology. Assessment in the early years is currently being reviewed but there is nothing in place at the moment other than the record of activities undertaken. Careful records are kept of pupils' progress in reading and the data analysed to establish the progress of individuals and of high, average and low ability groups.
- 53 Insufficient use is made of the results of assessment procedures to influence teachers' planning. A marking policy is in operation but it is applied inconsistently. The headteacher is now tracking pupils' progress across the school including fluency of English stages and each year group's attainments in core subjects.
- 54 Pupils with EAL are graded for language and linguistic ability using the Local Education Authority's scales and pupils are tracked over the year by the EMTAG teacher who shares all information with class teachers. The EMTAG teacher keeps records of EAL pupils and updates these through the school, has dialogue with teachers and ensures that withdrawal groups are matched to plans within the class.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 55 Overall the partnership with parents is satisfactory but it is better in the Nursery than in other parts of the school where there is some distance between the school and its parents. This is consistent with the last report.
- 56 The Nursery teachers and nurses are keen to ensure that parents are involved with their children's education. Pre-school visits to children in their homes are undertaken by one of the nursery nurses, the bilingual supporter assisting with parents for whom English is not the first language. The links between the school and home are reinforced by an induction period where parents and carers stay at first, before gradually withdrawing over a variable period of time, leaving the child confident and happily settled. Members of staff greet each child daily with the adult bringing the child to school, share news and encourage partnership in children's learning. To enhance this family spirit, the adults are encouraged to come to support when the Nursery takes children out in the community and on curriculum visits. On a community visit within walking distance parents who need to bring younger siblings are encouraged to help. A nursery nurse makes home visits and acts as the parent support worker. She is in the process of developing welcoming packs of activities and simple equipment to take with her when she visits the children in their homes prior to their coming to school. Grant funding has helped to establish a carer and

toddler group which is valued by parents, developing home-school links. Nearly all the children then go into the Nursery classes.

- 57 The parents who contributed their views to the inspection are supportive of the school. They think that the teaching is good, that their children are expected to work hard and they make good progress. Inspectors broadly confirm these views. Some parents do not agree that their children are given the right amount of work to do at home and a small number of parents feel that the school does not provide an interesting range of activities, that they are not well informed about their child's progress, that the school does not work closely with them and that it is not well led and managed. The school has recently introduced new arrangements for homework and has given parents and carers good information about them. They are still at an early stage and it is not possible to evaluate whether they will be effective in involving parents in their children's learning or in raising levels of attainment. Inspectors did not find evidence to support some of the other concerns but agree that the school does not work sufficiently closely with parents.
- 58 Information for parents of children entering the early years is very good. Parents are well informed about the activities provided and have a weekly note to give details of learning objectives. Parents are closely involved in day-to-day arrangements and responded well to a recent request for boxes and card for modeling activities. There is a welcoming environment in the early years classrooms and parents and carers have good opportunities for informal contact with class teachers, nursery nurses and learning support assistants. They have good information about attainment and progress including the outcomes of baseline assessment. Pupils with special learning needs are identified promptly and parents are kept well informed about action taken.
- 59 Some information for parents is very good, for example the Early Years booklet, but newsletters and other letters of information are rather terse in tone. The governors' annual report to parents requires further information, including details of in-service training for staff and provision for pupils with special educational needs. Parents have good, formal opportunities to discuss their children's progress with class teachers at termly meetings and the shared process of setting learning targets involves parents well in their children's development. However, parents are not given information in advance about what their children will study. The annual written reports include some useful information but are unsatisfactory overall because they are too descriptive of work covered. Reports in some year groups do not include information about attainment and progress in the core subjects of religious education and information and communication technology.
- 60 The close partnership between home and school in the early years is not sustained at Key Stages 1 and 2. Parents are not successfully drawn into the school, they are not consulted about aspects of the school's work and they make a very limited contribution to its daily life. The content of home/school agreements was not discussed fully with parents and the school has no record of the agreements which have been signed and returned. Very few parents work as volunteers in the classroom, although some parents and carers have given good support to educational visits out of school. Although it is easy for parents to make an appointment to see class teachers if they wish, there is a feeling that parents are not welcomed into the school on an informal basis but are kept at arm's length. Parent support for some school activities and events is low. The school needs new strategies to welcome and encourage parents and carers so that they become a more active and valued part of the school community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 61 Overall, the leadership and management of the school are sound, with some strengths and some aspects still needing development. The headteacher has made good progress in making improvements in the school since the last inspection. Several issues relating to management have improved. Curriculum co-ordinators have been appointed, school development planning is much improved and monitoring of the curriculum is much better. Financial planning is linked more to the school development plan and induction of new teachers has improved.
- 62 The headteacher creates a warm, internal school atmosphere and a sense of harmony among the staff. She knows the children well and, together with the staff, creates a secure environment for them. She has led the school out of serious weaknesses despite the high turnover of staff and the loss of some key senior members, for example through promotion. Weaknesses remain, however, in the precision and rigour of overall school planning and in the internal organisational systems. Strategic planning for staff meetings is lacking and they are not linked sufficiently well to the school development plan. Members of staff now contribute to the improved school development plan with their own individual action plans in respect of their subject responsibilities. However, whilst many of the prompts in the written guidance for these plans assist the staff to write their plans, little reference is made to the way standards and outcomes of pupils' work are to be monitored. The timings of when developments are to take place are often imprecise and costing often lacks detail. Long-term planning is clearer with suggested developments for the next three years. Success criteria are generally clearer but the methods by which success is to be measured are not considered. Initiatives relating to the current plan are appropriate given the school's stage of development and are mostly on target. There is no official mechanism to incorporate the views of parents and pupils when the school development plan is formulated. The Governing Body has not been involved in setting targets for pupils' attainment but they set appropriate targets for the headteacher and for the deputy headteacher prior to her promotion.
- 63 Midday staff have no written guidance and there is little guidance for staff about child protection arrangements and awareness issues.
- 64 The senior management team has considered specific aspects of the school's work but its function is not clearly thought through and agenda and minutes are irregular. Decisions reached in staff meetings are not minuted on a regular basis.
- 65 Co-ordinators have been monitoring the work in their subject responsibilities to better effect, including lesson observations, with some particularly good examples in numeracy and literacy. Class teachers have received both written and oral feedback, which have included suggestions for improvements. These observations have led to an improvement in the quality of teaching.
- 66 The school's four principle aims are related to its beliefs. In most respects the school is fulfilling or striving to fulfil the aims to the best of its ability. Every member of the school community is valued and the school provides a disciplined and caring environment in which teachers can teach and children can learn. There is still some way to go to ensure that all children make progress according to their needs and strengths. For example, whilst the teaching is generally well matched to pupils' needs in literacy, work is not yet sufficiently well matched to prior attainment in mathematics, and the ICT curriculum is at an early stage of development.

- 67 The composition of the Governing Body has recently undergone several changes and has a new chairperson. About one-third of the governors are new. All members of the newly formed Governing Body are intending to involve themselves much more in the school, in determining its priorities and in monitoring its work. Hitherto the whole Governing Body has not been involved in the school development plan but the newly constituted Body is planning to do so and also planning to have a surgery for parents fortnightly. It has formulated an appropriate committee structure.
- 68 Some governors have linked themselves to year cohorts and in so doing intend to link with the subject co-ordinator in the year group and to be better informed about the quality of teaching and learning, but there has not been a history of such involvement in the recent past. However, consideration has not been given to the longer-term effects of these links and to the consequences of changes of personnel and teaching assignments to different year groups. The Governing Body has its own action plan and dates when it is going to review specific policies. Governing Body meetings are minuted appropriately but systems to record committee meetings and inform other governors of the decisions taken are still developing. Committees have appropriate written terms of reference. The Governing Body does not consider as a matter of course progress of school development plan initiatives and generally the headteacher's reports to governors are descriptive of what has happened and do not give sufficient information about developments in the curriculum and the progress made on tackling planned initiatives. There are good links between the special needs governor and the special needs co-ordinator, enabling the governor to be well informed.
- 69 The Governing Body fulfils most of its statutory duties but there are some minor omissions from the Governors' annual report to parents for example, details of staff training undertaken. Reports to parents do not meet requirements. They are too descriptive and some do not comment on all subjects.
- 70 The school receives good advice and expertise from external financial consultants in setting the budget. Deliberately the cost of staffing is high because of the need to offer special needs and additional language support, but the quality of teaching provision is good, reflected in the overall good quality of teaching. The budget is monitored at regular intervals. The process to make decisions on spending for educational equipment and books is satisfactory but it is not necessarily reflective of whole staff opinion and systems to evaluate spending are not well developed. However, the principles of best value are applied well in making purchases and tenders are received before making very expensive purchases. All grants are spent for their intended purposes and carefully monitored. Information technology systems enable the school to check easily what has been spent on particular subjects. The Governing Body has not made efforts to see if its fixed costs can be reduced. A recent Local Education Authority audit was largely favourable but made some minor recommendations, which have been or are being addressed.
- 71 The recently appointed administrative officer has very good skills and appropriate experience and has clear plans to refine and improve the administrative systems with increased use of information technology to streamline and speed up information retrieval. In recent weeks the headteacher has been working without a deputy headteacher.
- 72 At present the school does not record demographic changes in the school population so is not aware and does not plan for changing needs – it does not effectively provide for pupils from backgrounds other than those from the Indian sub-continent. Home language speaking staff within the school are targeted towards Sylheti speaking

pupils. The school makes no provision to support linguistically African, Asian or Eastern European pupils though these students do have the opportunity to work with the EMTAG teacher. There is a draft policy for the teaching and support of ethnic minority pupils within the school.

- 73 Resources for learning are good overall. There are good resources for English, science, information and communication technology, design and technology, art, history, religious education and for the pupils under five years old. Resources are satisfactory in mathematics, geography, physical education, and for pupils with special educational needs and also pupils for whom English is their second language. The school no longer has a library because of increased pupil numbers, and books have been dispersed to classrooms. The school has good space for play, with an adventure playground and a wild life area, which is under development. The school makes good use of visits to museums and other places of interest to support the curriculum. The EMTAG teacher has drawn up an action plan to lead developments across the school, being especially concerned to build up the resources and books for use within the school. She monitors resources across the school looking for positive images. The EMTAG teacher is not involved with the admission processes within the school but has access to translation and other Borough services, which she uses as necessary. She has had training through the Borough, especially an introduction to teaching EAL children. Her training is shared with staff. Each teacher has a folder of the ethnic minority pupils in the class and suggestions on helping bilingual pupils in their classrooms.
- 74 Equality of access and opportunity are good. There is a clear and strong policy in place and the school plans and manages the curriculum effectively to ensure that pupils of all backgrounds and gender have equal opportunities within the curriculum. Good provision is made for pupils with special educational needs and for those pupils for whom English is an additional language.
- 75 The accommodation is satisfactory overall. The buildings are well cared for and kept in good order by the premises manager who is very committed to the school. Vandalism is a significant problem in the area and the school suffers from frequent damage to windows from stones thrown from the road. New security provision is good. Some aspects of the premises are unsatisfactory, especially some toilet areas which have not been improved since the last inspection. There is not sufficient privacy for pupils using the toilet cubicles and the smell in most of the boys' toilets is very unpleasant. Improvements are also needed in the provision for pupils withdrawn from classrooms for additional support. The room used for groups of pupils with special educational needs and with English as an additional language is cramped and pupils are distracted when two groups are working there together. There is good provision of a medical room but at the time of inspection it was not dedicated for the use of injured or sick pupils and this is unsatisfactory. Provision of library facilities is also unsatisfactory. Classroom library areas are provided but pupils do not have sufficient opportunities to develop library skills at present. The school is currently considering opportunities to extend and improve the premises offered by a private funding partnership and by a community development scheme.
- 76 Staffing levels are good. The vast majority of staff are fully qualified and appropriately deployed in the school. There are a number of teachers who hold qualifications gained abroad. Four teachers are from agencies. The school has a teacher employed to support EAL pupils through EMTAG funding.
- 77 A bi-lingual instructor is assigned to Key Stage 1 and early years. The school has a bilingual nursery nurse. These arrangements facilitate pupils' learning.

- 78 The school has a high turnover of teaching staff and experiences some difficulty in recruiting. The deputy headteacher post was vacant at the time of the inspection and, although most subject areas are the responsibility of a member of staff, there was no co-ordinator for physical education nor for music during the time of the inspection.
- 79 There is a large number of support staff in the school who are deployed equitably to work with teachers in the classroom in the early years and in both key stages. Support staff work effectively with pupils who have a range of learning needs and class teachers carefully plan the use of their time. Support staff are valued by the school and share in the training opportunities available to staff. The programme of in-service training is largely based on individual needs and could be more closely linked to the school development plan.
- 80 The induction programmes for newly qualified teachers and for students in training are very good and provide a useful introduction to the school. The time for clerical and administrative staff is in line with the average for the size of school and their roles have been effectively re-defined to meet the needs of a modern school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 81 In order to build upon the improvements which have taken place and to improve the efficiency of the school and the standards achieved by pupils further the staff and governors should:
- improve standards in mathematics and English by:
 - a) addressing the inferior performance of boys in Key Stage 1 in reading, writing and mathematics; (Paras 3, 93, 103, 105)
 - b) setting higher standards of presentation throughout the school particularly in mathematics. (Paras 5, 108)
 - c) improving the performance of girls in mathematics in Key Stage 2;
 - d) increasing pupils' levels of interest in books so that they read more widely for pleasure;
 - e) increasing the opportunities in mathematics for pupils to apply number, to carry out investigations and to use a greater range of techniques for managing data. (Para 111)
 - improve record keeping and the use of assessment by; (Paras 52, 53)
 - a) improving the quality of record keeping in subjects other than English, mathematics and science so that teachers have a clear perception of pupils' progress;
 - b) use assessment better to match the work to pupils' prior attainment. (Paras 6, 20, 107)
 - take steps to improve the structure and range of work in ICT work throughout Key Stage 2 by: (Paras 7, 10, 19, 30, 34, 138)
 - a) creating a clearer progression of skills and programme of work;
 - b) developing teachers' skills and knowledge;
 - c) recording pupils' progress systematically;
 - d) using the information to progress the pupils' skills;
 - e) using ICT to a greater extent across the curriculum.

- create greater rigour in the school's leadership and management by; (Paras 61, 62, 63, 67)
 - a) ascertaining the role of the senior management team;
 - b) linking staff meetings to the school development plan so that they are planned well in advance and address in-service training for teachers;
 - c) linking the school development more to outcomes and standards;
 - d) crystallising the way the success criteria in the school development plan are to be measured;
 - e) keeping written records of decisions agreed in meetings in an orderly form;
- improving the partnership with parents by: (paras 59, 68)
 - a) consulting parents about issues concerning the life and work of the school;
 - b) welcoming and encouraging parents and carers into the school for informal social activities, for opportunities to learn alongside their children and to volunteer help;
 - c) giving parents advance information about what their children will be studying and what the learning objectives are;
 - d) giving parents more detailed information in annual written reports about attainment and progress, especially in core subjects;
 - e) ensuring that all the required information is included in school documentation, including the governors' annual report.
- taking steps, in cooperation with parents and the local education authority to improve the levels of attendance and punctuality. (Paras 15, 51)
- improving the arrangements to monitor pupils' personal development and to set up a better personal, social, health education programme with clear guidance for staff. and better co-ordination of the aspect. (para 50)
- facilitating the staff's understanding of child protection issues. (Para 48)
- increasing the amount of teaching time in Key Stage 2 which is 75 minutes below minimum recommendations. (Para 21)

In addition the following more minor issue should be considered for inclusion in the action plan:

improving the quality of toilet provision for both boys and girls. (Para 75)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	22	45	29	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	436
Number of full-time pupils eligible for free school meals	288

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	130

English as an additional language	No of pupils
Number of pupils with English as an additional language	176

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	49

Attendance

Authorised absence

	%
School data	9.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	99 (98)	(34) 28	(25) 24	(59) 52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27 (19)	28 (20)	30 (26)
	Girls	23 (20)	24 (20)	24 (23)
	Total	50 (39)	52 (40)	54 (49)
Percentage of pupils at NC level 2 or above	School	85 (79)	88 (77)	92 (94)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27 (17)	28 (22)	26 (21)
	Girls	23 (21)	22 (21)	23 (19)
	Total	50 (38)	50 (43)	49 (40)
Percentage of pupils at NC level 2 or above	School	85 (73)	85 (83)	83 (77)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999 (98)	27 (11)	23 (18)	50 (29)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15 (7)	20 (4)	22 (7)
	Girls	18 (12)	13 (10)	17 (7)
	Total	33 (19)	33 (14)	39 (14)
Percentage of pupils at NC level 4 or above	School	66 (59)	66 (41)	78 (48)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15 (4)	20 (7)	22 (7)
	Girls	15 (8)	15 (10)	17 (8)
	Total	30 (12)	35 (17)	39 (15)
Percentage of pupils at NC level 4 or above	School	60 (41)	70 (59)	70 (52)
	National	68 (67)	69 (68)	75 (74)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	18
Black – African heritage	20
Black – other	13
Indian	2
Pakistani	0
Bangladeshi	84
Chinese	12
White	158
Any other minority ethnic group	8

This table refers to pupils of compulsory School age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	19.6
Number of pupils per qualified teacher	22.09
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	375

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	99/00
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	£
Total income	1,025,277
Total expenditure	993,596
Expenditure per pupil	2,264
Balance brought forward from previous year	54,896
Balance carried forward to next year	86,577

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

435

Number of questionnaires returned

80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	1	0	1
My child is making good progress in school.	59	40	0	0	1
Behaviour in the school is good.	59	38	1	0	3
My child gets the right amount of work to do at home.	35	48	10	3	5
The teaching is good.	65	33	0	0	3
I am kept well informed about how my child is getting on.	55	38	5	1	1
I would feel comfortable about approaching the school with questions or a problem.	68	24	1	3	5
The school expects my child to work hard and achieve his or her best.	68	29	0	0	4
The school works closely with parents.	45	43	4	1	8
The school is well led and managed.	59	29	5	3	5
The school is helping my child become mature and responsible.	51	39	4	0	6
The school provides an interesting range of activities outside lessons.	39	40	5	3	14

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGES OF THEIR EDUCATION

- 82 The provision for and teaching of children under the age of five gives them a well planned start to their schooling. Children enter the nursery in the year in which they are three, bringing with them a range of abilities and experiences. They have a very carefully planned settling in period gradually building up to full time attendance before transferring into the reception classes. They make good progress in some aspects of their work and sound progress in others. They receive good quality of support from teachers, nursery nurses, bilingual support staff and assistants and continue to make progress as they enter the reception classes. By the time they are five a majority will at least reach and some exceed the nationally recommended Early Learning Goals for five year-olds. They are well prepared for the work within the main school.
- 83 At the time of the last inspection most children of all abilities were attaining standards close to those nationally expected in mathematics, knowledge and understanding of the world, creative, physical and personal and social development. Attainment in children's reading and writing approached the national expectations but many were below average in speaking and listening. The children's attitudes to learning were positive and they behaved well in class and in the playground. These findings are reflected in the current inspection though the work of the supporting staff with pupils who speak English as an additional language has raised standards in listening in particular and brought about in children a willingness to communicate, although with a still limited vocabulary.

Personal, social and emotional development

- 84 Personal, social and emotional development is at the core of all the work in the nursery and underpins the work in the reception classes. In the children's early weeks in the school members of staff spend much time making sure the children interact carefully and freely with each other and forming friendships. The staff makes sure that the children understand the working practices within the unit, building confidence and developing perseverance. For many children, coming to the nursery is the first experience they have had of relating to a number of others of the same age and from different cultures. Some children lack confidence and cannot relate easily to each other and adults. The nursery and reception staff take a lot of time carefully encouraging children to become increasingly independent, to take care of each other, to share and take turns. Special occasions such as birthdays are celebrated with mini birthday parties. Children are encouraged to share such special occasions with all, not just their special friends. Children new to the nursery classes are paired with a more experienced child if at all possible, who helps them find toys and equipment and generally ensures they feel comfortable and know what is happening. The overall timetable for the nursery classes is simple with many opportunities to talk, sing and share a book as well as experience the range of creative and physical activities that make up the foundation curriculum. The outdoor area is seen as an extension of the classroom with children having the opportunities to move freely in and out.

- 85 All the early years' staff provide good role models to encourage the children to become competent learners and children are gaining the skills and experiences in structured sessions to do so. As a result of this good teaching the children make good progress in this aspect of their learning. Children are confident and willing to take the initiative in directing their own learning, they relate well to each other and the adults they know, selecting the resources they wish to use and contribute with some fluency to discussions. They share resources, concentrate and persevere for some length of time over activities. They are gaining an understanding of right and wrong, considering fair treatment of others by thinking about how they like to be treated. They are learning to show respect for the beliefs of others, are eager to explore and willing to have a go at new activities. Routines are well established and this helps the children know what is expected of them.

Language and literacy

- 86 At the time of the previous inspection the provision for children's language and literacy was good, with good progress being made. By the time that children started school they were approaching national averages in early reading and writing skills. As the current inspection is very early in the school year, many children are still in the settling in period of their learning. Already children in the nursery, although many currently have low communication skills, are making good progress in their learning because of the interaction with adults and other children. In the reception classes they are on course to reach nationally recommended levels by the end of the Reception Year in their speaking, listening, reading and writing skills as well as in their understanding of language if they continue to make the same progress. Their skills in English affect their learning in all other areas of the curriculum. They listen well and respond to stories with enthusiasm. They join in the chorus of repetitive verse stories with vigour. The children are practising their speaking and listening skills discussing the pictures seen in the book with supporting adults. They know the difference between words and pictures and want to know what the words actually say in comparison with what they can see. Many in reception are able to write some of the letters in their names and can find words and pictures in the rooms that start with the same sound. They are given the opportunity to work at their own levels on specifically targeted tasks, practising, consolidating and extending their prior learning, especially their developing writing skills. Through role-play children practise their communication skills, especially in the café. Older children in particular are becoming fluent users of language. Younger children are able to listen to and follow instructions with understanding and speed, using language across the wider curriculum into other subject areas. Older children handle books with care, knowing which way round a book works. Children's transfer to the main school begins early. While the nursery operates via gradual flow from activity to activity, by the spring term in the reception classes more time is spent on formal skills acquisition with the focus directly towards the literacy curriculum. Sounds awareness is developed alongside simple reading and writing skills. The teaching of this area of learning is sound overall but it is better in the Reception classes because the environment is more conducive to children taking an interest in books and story.

Mathematics

- 87 At the time of the last inspection children's attainment upon entry to the school was judged to be approaching the national average with satisfactory progress being made in all areas of mathematics. The school made good provision for mathematics. This inspection confirms the previous findings. Children's progress in mathematics is satisfactory and is supported by their developing language skills as they become more familiar with the vocabulary needed. They are able to recognise order patterns;

for instance, using chronological order when focused on the smallest to largest knowing the meaning of biggest and smallest. Children count on and back, identify two- and three-dimensional shapes and match objects to their counting. In the nursery, one girl in particular knows all her numbers to nine, she can select the numeral from a given selection and place her numbers in their wooden tray in the correct matching position. About a third of the classes can do this and at least a third more are well on their way to being able to recognise numbers to 10. Individual children are carefully challenged by staff to develop as far as they can and make rapid progress. By the time children are in the reception classes most can enthusiastically and correctly count to 20 independently and to 27 with teachers' support. They play counting and guessing games with objects, naming the shape accurately. During a house making session in reception, children were counting the windows in their houses in their imagination and copying for their models. They had made separate front doors in the colour of their home doors, written their names on the doors and many had attempted to put the house number on the door. In the nursery, children worked with the staff using a range of wooden blocks: squares, rectangles and triangles, developing their manipulative skills but also gaining some understanding of shape, size and space. While focused on music activities, reception children sing shape recognition and counting action songs including "This is my house..." and "This little pig..." The teaching of mathematics is sound. Staff supporting these children are careful to use the correct term for shapes such as cubes, triangles and spheres. Children do not just work orally in mathematics but are developing the skills to record their number work with practice opportunities occurring to write number sentences and stories making sure that numbers are correctly formed and simple addition practised in written form. The children are developing their understanding of number through a range of opportunities to sort, match and order play objects. In their water and sand work they are able to experiment with weight, volume and capacity.

Knowledge and understanding of the world

- 88 At the time of the previous inspection attainment in knowledge and understanding of the world was judged to be approaching national averages and the children made good progress. Children's knowledge and understanding of the world is varied upon entry to the school but good teaching results in good progress in the experiences provided and results in children reaching satisfactory standards. Younger children use role-play to learn about health and hygiene. A group with the nursery nurse engaged in water activities with dolls, bottles, cloths and bubbles talked about washing hair and cleaning bodies in baths and showers. They not only had the fun of pouring water over the dolls' hair but also considered the need to keep themselves clean. The language of parts of the body occurred as a result of the nursery nurses' skilful guidance of the session. While making a model of a robot, one young nursery boy not only considered the shapes and sizes of the boxes he needed to complete his task but was also able to discuss what he had designed. He considered what materials his robot would have to be made of to survive out in space, the power sources needed to work on distant planets without an electricity supply and how his robot would move. In the reception class the children are able to consider the eating and living habits of different animals, comparing for instance lions and rabbits and discuss what their pets like to eat, comparing this with their own favourite foods. In the home corner children take domestic chores seriously. They know that running a home is not easy, that ironing leaves material smooth and uncreased though some materials cannot be ironed, and that labels need to be read before doing so. They are learning that after ironing, to keep clothes crease free they need to be folded correctly. Although they are using 'play' irons and cookers they are gaining knowledge of how dangerous household appliances can be if care is not taken to use them properly and with due attention to health and safety. They were confident in

sharing their opinions and offering suggestions to the teacher while the nursery nurse supported the teaching of the main points effectively during whole class discussions extending the rate of learning for these under five's very well. As a result they thoroughly enjoy the work and try hard in the practical work. They succeed because of the quality of the support of the teachers and nursery nurses and other staff and the clear vocabulary used by all the adults at work in the rooms.

Physical development

- 89 All children make good progress in developing their fine motor skills, for instance in putting on and zipping up coats, aprons and role-play costumes, and sound progress in other aspects of their physical development. They are able to turn sleeves the correct way round, match shoes to feet, use scissors, glue and glue spreaders and brushes and paints in creative work and pencils and other markers in their written work and in mathematics when they draw shapes. Their fine motor skills are developed along with eye-hand co-ordination using jigsaw puzzles and other small equipment such as pegboards, sorting animals, small construction equipment and small play people. Children also develop their individual physical skills using the outdoor area for riding their bikes and trikes, climbing using large equipment, play ball games with the opportunity to throw, catch and kick, use hoops and bean bags and generally investigate the space around them. In these sessions children use the physical equipment correctly with due care and attention to health and safety requirements. They also use such equipment creatively and imaginatively. When climbing on the large frame they are learning the sequencing of instructions as well as waiting and taking turns as they copy each others' actions. They demonstrate understanding of the technical language making movements with associated body control according to instructions and are starting to evaluate their own and other work. The teaching of this aspect is sound. The staff empower children to learn within a safe environment with a good number of role models to ensure satisfactory progress overall.

Creative development

- 90 Achievement and progress are good because of good quality teaching both by teachers and nursery staff enabling the children to meet expectations by the end of the Foundation Stage. Children can mix paints and use the colour they have made with care to produce their ideas physically. Children compose pictures and prints using a range of resources. They cut and stick a range of papers and fabrics to investigate thick, thin, long, short and fat, producing collages. They work in a range of media such as playdough and investigate textures with materials and pastes. They use paint, glue, crayon, paper and material to make a range of lively pictures and patterns big and small. They have the opportunity to work in three dimensions when constructing houses in reception and when using boxes and other 'junk' in the nursery to make robots. Children also have access to a range of musical instruments to develop their creative skills musically and compose tunes and sound effects to illustrate stories, taking part in performances for others. They have the opportunity to sing together to a piano accompaniment, gaining some understanding of volume and pitch through hearing a tune played accurately. Other creative activities include the opportunity to act out the stories and retell rhymes and poems.
- 91 Teaching in the Nursery and Reception classes is satisfactory overall and in approximately half the lessons seen the teaching was good and occasionally very good. Activities are well planned and structured to encourage children's personal and social development, to help children settle into the unit's working practice and to establish the basic norms of living and working together. All the adults have

knowledge of the abilities of the children and plan lessons to give confidence and develop and reinforce skills. The teachers and nursery nurses harness learning by asking appropriate questions and give answers to children's questions that support learning. An especial focus is the development of speaking and listening skills, with staff directing children to the key vocabulary that is the focus of each set of tasks. They encourage children to use language with clarity of speech and thinking, giving more than one-word answers and composing appropriate sentences. The bilingual support staff is invaluable for this, ensuring access for all pupils to the full range of the curriculum. All the adults use plenty of praise as children tackle and complete tasks and encourage the children to consider the quality of the work they do. Teachers plan well with the nursery nurses thus ensuring clarity of understanding of tasks to support learning. The support staff is well briefed about the activities and the assessments to be made from those activities. Through their own speech and behaviour the staff provides a good role model for the children. All members of staff are skilful at regaining the children's attention as concentration lapses, encouraging children to persevere and raising and extending their concentration levels. All adults have a good awareness of time and reinforce previous learning, developing and extending skills further. All adults are clearly concerned for the children's welfare and are insistent on acceptable standards of behaviour in the unit. They make careful selection of resources for all areas of the curriculum and are especially effective in supporting the learning of more able learners.

- 92 There is no overall early years co-ordinator but the Nursery and Reception teachers work well together. Careful records are kept of the activities in which the children have engaged but there is not yet a detailed record of pupils' competencies in the different areas of learning. However, initial assessments are made upon entry to the school and these are used effectively to guide the planned curriculum. The relationship with parents is particularly valued and all members of staff involve parents with their children's learning from the beginning. Parents are encouraged to work with their child at home, sharing a book or completing a simple task together, and parents are invited to contribute to lessons, helping with practical sessions and outings.

ENGLISH

- 93 At the time of the previous inspection, standards in English by the end of Key Stage 1 at the age of seven were judged to be below average but attainment in lessons was approaching national standards. Pupils were making satisfactory progress in their learning in relation to their prior attainment but unsatisfactory progress in reading. In the statutory tests, tasks and teacher assessments in 1999 pupils' standards in reading were close to the national average and in writing were above the national average. In comparison with similar schools standards in reading were well above the average while writing standards were very high. In 2000 the results were not as good and about three-quarters were attaining the expected level by the end of Key Stage 1 because the cohort of pupils contained more pupils with special needs. The findings for this inspection indicate that most pupils are achieving satisfactorily given their prior attainment, although about one quarter of the pupils are working below expectations for their age. However, the performance of boys at Key Stage 1 is a cause for concern and they have consistently been under-performing the girls in both reading and writing. Speaking and listening skills are generally satisfactory, becoming well developed. Overall pupils make sound progress in their learning.
- 94 By the end of Key Stage 2, attainment in lessons at the time of the previous inspection were judged to be close to the national average but the standards achieved in national tests were well below average. In the statutory tests in 1999 the percentage of pupils reaching Level 4 or above was below the national average but

that of pupils reaching Level 5 or above was above the national average. In comparison with similar schools the pupils' performance in the English tests were well above average. The percentage of pupils gaining the expected level was considerably lower in 2000 and observations from the inspection indicate that most pupils are achieving appropriately given their prior attainment and about three-quarters of Key Stage 2 are working at appropriate levels for their age. Overall they are making sound progress in their learning.

- 95 The attainment and progress of learning of pupils from different ethnic minority communities and those with English as an additional language match that of the school as a whole. Those who enter the school with weaker English skills receive support appropriate to their needs and with such support make good progress overall. There was little difference in performance between girls and boys seen in speaking and listening, reading or writing by the age of eleven.
- 96 Baseline assessments indicate that pupils enter the school with a below average range of reading, writing, speaking and listening skills and many pupils are still below in speaking and listening at age five. The target for pupils in the 1999/ 2000 statutory tests, tasks and teacher assessments at the end of Key Stage 1 were in reading and writing for 80% of pupils to reach level 2 and above. Reading was still below that target at 69%, but the target in writing was nearly achieved with 76% of pupils achieving Level 2 and above. At Key Stage 2 the target was of 68% of pupils reaching level 4 and above, but only 48% did so. The targets were over-optimistic given the fact that nine pupils had statements of special educational need in Year 6.
- 97 Across the school pupils have the opportunity to develop their speaking and listening skills. Teachers provide good linguistic role models, encouraging pupils to develop a wide spoken vocabulary. They use a wide range of texts including big books, group readers and information texts to read aloud and hear them read by an adult. The use of grammar clues for characterisation and rhyme and rhythm for pace are also investigated. This is helping pupils' technical language and the opportunity to match speech to different listeners. Younger pupils use role-play activities where they adopt different characters and select the language they think their character would use. This was seen in a religious education lesson where pupils made 'stick' puppets and acted out different members of a family dealing with a crisis. Older pupils investigated the "Three Witches" scene from Macbeth, watched the performance of the Royal Shakespeare Company, listened to a cassette of the scene and then interpreted the verse in their own group work, sharing with the class the effects of rhyming couplets upon their interpretation. All lessons require pupils to listen carefully to instructions. They have the chance to contribute to discussions, answer questions and give their opinions. While teachers lead discussions and give pace to lessons, pupils are encouraged to use more than one-word answers. Pupils construct grammatically correct sentences using both colloquial and Standard English in replies and discussions. Pupils are learning to select between these for the most appropriate, considering the topic and the audience. Pupils with special educational needs reach appropriate levels as a result of the support they receive. However, sometimes they fail to listen fully in discussions and will repeat what others have said previously. Pupils who speak English as an additional language are encouraged to participate fully and because of their numbers through the school, their achievement is the same. Communication in its widest sense is one of the key learning targets in the Early Years unit and this is further developed throughout the school with the oldest pupils able and willing to talk upon a range of topics to a variety of people.

- 98 Reading standards are generally satisfactory overall. A small minority, more able pupils across Key Stage 1 and in some classes in Key Stage 2, are attaining high standards. Pupils are generally making sound progress as a result of the focus brought about by the National Literacy Strategy. Pupils read a range of material: stories, poems, information texts and worksheets. They identify the characters in stories; recall a plot so far and many predict what will happen next. Pupils use their knowledge of the alphabet to find information in books using a contents page and older pupils use an index in developing their researching skills. Pupils read unknown words using the initial letter sound, look through a word for known groups of letters and sounds and identify smaller words within longer words. The school reading scheme helps pupils to develop these skills. More able pupils recognise their errors and generally self-correct. They are achieving a good degree of fluency and read with expression. The school encourages book sharing at home to practise skills further. By the time they are aged eleven some more able pupils are reading a wide range of material, fiction and non fiction, are able to express their preference and have made a good start in developing their independent researching skills using a range of written materials. They are using high order decoding skills such as the context of the passage and inference to make sense of sentences and are developing the skills of scanning a text, skimming for meaning rather than reading each word. Pupils have a range of favourite authors including Jacqueline Wilson, Anne Fine and Roald Dahl and like books about horror, comedy, adventure, science fiction, the environment and history. Younger pupils in particular enjoy books such as 'The Pig in the Pond', 'The Owl Babies' and 'The Rainbow Fish' as well as those found in the school reading scheme. Given a free choice of reading materials many will choose one of the guided group readers. Most pupils read at home to an adult or to themselves and to older or younger siblings. Many pupils are library users with the older ones using the cataloguing system to locate non-fiction. Pupils take their researching skills into modern technology with many able to locate information on the Internet or on computer encyclopaedias, using cut and paste facilities to edit and then print.
- 99 Writing standards are as expected for the pupils' ages and prior attainment overall. Sound progress is being made. Pupils order their writing using story sequencing, writing frameworks and paragraphing. They use letter sound patterns in their spellings, building up and using the key vocabulary from the National Literacy Strategy in their work. Key Stage 2 pupils are starting to produce pieces of extended writing, redrafting and editing their work. The literacy hour is helping pupils to use a wide vocabulary and is improving grammar and punctuation, as well as extending knowledge of a range of texts. By the age of eleven pupils write for a range of purposes including stories, letters and instructions, as well as exercises, demonstrating their comprehension of others' work. They are developing the skills of extracting information from non-fiction texts, and poetry is included in their range of writing experiences. Older pupils generally use grammar accurately in their work, using adjectives, adverbs, nouns, capitals, commas, exclamation and question marks. Handwriting and presentation skills are variable though pupils are encouraged to develop a fluid writing style and cursive script. Last year older pupils used their skills across the language, literacy and ICT to produce a school newspaper. Pupil reporters, editors and compilers worked together as professionals.
- 100 The quality of teaching is good overall across the school and one half is very good. Where teaching is good or very good, learning is well supported and pupils make good progress. There are effective strategies for teaching literacy. Effective teaching is identified by very careful planning, challenging work being given and high expectations held about positive attitudes and behaviour. Progress in lessons is marked with rapid learning and the successful completion of all planned tasks. Pupils enjoy the texts they are given to read. They are successful in their work as a result of

the careful match of task to pupil. Teachers use questions skilfully to challenge and guide learning further. In these lessons teachers provide a high proportion of direct teaching: directing, encouraging, explaining and giving examples and plan for pupils' active involvement in the lesson. Teachers' knowledge about the Literacy Strategy is good, as is their knowledge of their pupils' abilities and they combine the two effectively. By making an end of each lesson assessment of progress and using the information gained in planning future work, teachers are able to ensure that all receive a curriculum appropriate to their ages and abilities. Pupils who have a special educational need are well supported and work is planned to meet their needs. When teaching is less effective teachers over-direct and do not match work carefully to pupils' individual needs. This particularly affects the standards achieved by the more able pupils. This lack of challenge causes pupils to lose concentration and results in restless behaviour and untidy, incomplete work.

- 101 The National Literacy Strategy has helped in raising standards. The strategy has added to the development of skills acquisition by ensuring a wide range of texts is studied. The close links of reading to writing are supported by the development of speaking and listening skills. The curriculum for English is broad and balanced and supports the work of other subjects, especially religious education and history. Ongoing evaluations are used to define the planned curriculum. This tracking of pupils ensures that they receive work that is specifically targeted to their developing skills. Assessment tests and tasks are used to project across to National Curriculum levels and pupils identified are supported and extended by the accurate matching of skills teaching to particular needs. This has led to the establishment of additional literacy support for specific groups of pupils. From this also has come the grouping of pupils by ability for special teaching at the end of Key Stage 2.
- 102 English is very well led by an enthusiastic and competent co-ordinator. He has actively developed English across the school. He has attended and led training and professional development courses to implement the National Literacy Strategy. He ensures that the teaching staff has the knowledge and skills to implement the Strategy fully. The co-ordinator has ensured that the school has addressed all the issues raised at the time of the previous inspection and has been pro-active in evaluating and disseminating the latest developments of the subject within the school. He monitors progress and has matched attainment to teachers' planning, in-class support, staff training and resources. In particular he has undertaken a reading age analysis, plotting pupils' reading levels against their chronological age. Children whose reading age is more than a year below their chronological age are clearly identified and a programme of support instituted. This includes special educational needs support, work with the English as an additional language teacher, and literacy booster classes.
- 103 Resources for English are appropriate to support each area of the English curriculum. The school has spent wisely on reading materials to support the majority of pupils, including play scripts and poetry. Literacy support materials, texts, big books, workbooks and reading posters are stored centrally and are accessible. Library resources are weaker. The school has no separate facilities for pupils to undertake independent research using written texts. Books in the library area are catalogued by Dewey colour and number coding, but few pupils demonstrate the skills to locate books using such codes unless they visit the public library and have access to the facilities there. Each class has a range of factual material to support their general classroom work as well as a range of reading materials appropriate for pupils' ages and abilities.

MATHEMATICS

- 104 At the time of inspection, pupils' attainment in mathematics was on average below expectations in the final year of both key stages. About one-half of the pupils in Years 2 and 6 were attaining at levels expected for their age but others were below expectations and a few were working at levels well below expectations for their age.
- 105 In the 1999 national tests pupils' results at the end of Key Stage 1 were in line with national average results and well above average against similar schools. In 2000 the results were not as good and approximately three-quarters of the pupils attained the expected level. In the past four years pupils' results have generally been in line with the national average at the end of Key Stage 1, although the performance of boys has been below the performance of boys nationally and also below that of the school's girls. In most recent years, Key Stage 2 results have been below the national average. Key Stage 2 boys have generally done better than the girls in the school in mathematics and slightly better than the national average for boys. Key Stage 2 girls at the end of Year 6 have done less well than the national average for girls. In the 2000 standard assessment tasks for which national comparisons are not yet available just over one half the pupils reached the expected level or above in Key Stage 2, below the school's target; three pupils reached the higher level.
- 106 By the end of Key Stage 1, most pupils can add tens and units by grouping together the tens and the units. They can measure using non-standard units. They understand odd and even numbers and have a good concept of smaller and larger numbers. They can group objects pictorially to understand 3×2 . Many can name two-dimensional shapes and they have some understanding of their properties. Most are familiar with coins and one-third can add amounts up to 20p, although some pupils reverse numbers when recording. They can make patterns for coloured objects and explain the sequence.
- 107 By the end of Year 6 higher attaining pupils know how to write large numbers including millions and can carry out long multiplication. They know how to calculate and identify equivalent fractions and can turn improper fractions in to whole numbers and fractional parts. They understand something about probability and can indicate the likely frequency of colours recurring on coloured dice. They are beginning to understand percentages and the relationship between fractions and percentages. However, in lessons observed pupils are still struggling to understand that, for example $1/5 = 20\%$. More able pupils can read numbers including the decimal point correctly to three decimal places. Most of the more able pupils have a reasonable appreciation of place value to three decimal places. The less able pupils struggle to understand that $30/100 = 3/10$ and despite knowing that the number between 50 and 100 is 75 cannot express $75/100$ as $3/4$. Half the pupils could explain that by colouring in one square of a 100 square grid was equivalent to 1%.
- 108 Pupils' attitudes and interest in lessons are generally good. They behave well and make satisfactory progress in lessons, although pupils in Year 2 can sometimes work a little noisily. Boys tend to answer questions more frequently than the girls. Pupils' achievements are generally in line with their prior attainment in most of the school. However, the grouping of pupils in sets across Years 5/6 is not ensuring that pupils make the best possible progress because they are usually being taught as homogeneous groups despite the range of ability within each set. Furthermore the school has not clearly established the curriculum for Year 5 pupils who are in the same set the following year, and progression of work is not assured.

- 109 Presentation of pupils' work is inconsistent and too often they do not use the squares in their exercise books well to aid accuracy and to set out their work neatly. There is no presentation of work policy to ensure standards are high. Pupils do not gain from correcting their work when they make mistakes and there is no correction policy.
- 110 In lessons observed teaching in both key stages was mostly good and it was good overall. In Key Stage 1 it ranges from very good to satisfactory and is satisfactory or better in equal proportions. In Key Stage 2 most teaching was good and in a quarter of lessons very good and on one occasion excellent. Overall the quality of teaching ranged from excellent to satisfactory. The overall teaching of mathematics is of a higher standard than the teaching of mental mathematics which is more variable and sound overall. In the best mathematics teaching, teachers have very good class control, a friendly approach, good relationships and the lessons proceed at a brisk pace. The pupils' attention is retained. Good teaching enables pupils to discuss their answers and how they were arrived at. Intellectual demands are made of the pupils. Where lessons do not reach the same standard, pupils are more leisurely in their activity and the noise level is too high. Sometimes teachers do not ensure that all pupils can see the board and some are seated with their backs to it. Most, but not all, lessons begin with mental activity and teachers are beginning to use a range of techniques to develop pupils' thinking and accuracy. For example, in one lesson the teacher asked the pupils to put the biggest number in their head first before adding on the other numbers.
- 111 Resources for mathematics are satisfactory but there is little mathematics software for use with computers and there was little evidence of computers being used in mathematical work. Some use is made of mathematics in other subjects such as science when pupils make grids to record their results and calculate measurements.
- 112 The co-ordinator has been in post for one year and in that time has firmed up the arrangements for teaching the subject. A new and detailed record has been developed which is aimed to track pupils' progress through the school and ensure that learning builds on previous understanding. She has observed mathematics teaching and reported orally and in writing. This has resulted in some improved teaching techniques. She has introduced a new mathematics scheme that is giving teachers support material to link to the new record of skills. However, as yet there is no moderated work to assist teachers to judge standards and moderate them against National Curriculum levels.
- 113 The mathematics curriculum is not yet sufficiently balanced, and investigation, data handling, and application of mathematics are not receiving enough attention. A variety of recording techniques is not in evidence, for example Carroll and tree diagrams. The school does not give sufficient attention to the application of mathematics to real life situations, for example planning purchases with limited funds from catalogues and brochures and obtaining best value purchases and the calculation of distances on maps.

SCIENCE

- 114 In the 1999 statutory end of Key Stage 1 teacher assessments, the proportion of pupils achieving at the expected level of attainment was below the national average and at the higher level, the percentage was broadly in line with the national average. In comparison with similar schools, the percentage of pupils achieving at the expected level of attainment was above average and at the higher level it was well above average.

- 115 In the 1999 end of Key Stage 2 statutory assessments, the proportion of pupils achieving at the expected level was below the national average, but at the higher level was close to the national average. In comparison with similar schools the pupils' performance was well above average. In comparison with boys, the performance of girls was below that indicated by national comparisons. Taking the last four years published results as a whole, the average attainment of all pupils in Key Stage 2 in science shows wide variation year by year. In 1996 and 1998 the results were well below the expected standard but in 1997 and 1999 the results were very close to the expected standard. This wide variation in results year by year can be explained by the number of pupils with special educational needs which also varies year by year and also the number of pupils who find understanding scientific language spoken in English quite difficult. In the year 2000 the results at the end of Key Stage 1 were similar to the previous year but they fell at the end of Key Stage 2 because of the number of pupils with special needs. About three-quarters of the pupils were working at levels expected for their age at the time of the inspection in both key stages.
- 116 At Key Stage 1, pupils' learning is good because their management of pupils, the use of resources and the teaching of basic skills are good. Year 1 pupils identify pictures of a variety of animals and their young and can categorise them into 'babies' and 'adults'. They listen to the story of 'The Hungry Caterpillar' and learn of the life cycle of the butterfly. Year 2 pupils learn what plants need to grow. They plant seeds in individual pots to study their growth. They understand the need for a control experiment and plant one set of seeds without light, water or air.
- 117 By the end of Key Stage 2, pupils know the importance of fair testing in general terms and are beginning to understand the effect of variables on an investigation. They know ways to make solids dissolve at different rates, carrying out experiments with sugar and water and using a control experiment to check their results. Pupils in Year 4 carry out research about a variety of animals using books and CD-Rom. They produce a poster, which gives out the information to a wider audience. Year 3 enjoy an experiment to discover if their own teeth are in good order. They use special tablets which, when chewed, enhance the outline of plaque on their own teeth which they identify on a diagram before deciding what they ought to do to improve the care of their own teeth. Many pupils show good oral skills, but do not always write and spell with sufficient accuracy. Limited use is made of information and communication technology to process results in written, graphic or tabular form. Literacy skills are used soundly to discuss scientific findings in experiments and observations. Opportunities are provided for pupils to make use of their skills in numeracy to record results in table and graph form. An analysis of work from the previous year shows that pupils in both key stages follow a satisfactory science programme.
- 118 Pupils' attitudes to the subject are good and often very good. They enjoy work, especially practical activities, and are confident. They share their thinking with others and with the teacher during class plenary sessions. Pupils handle equipment carefully. They work well in pairs and small groups during investigations.
- 119 The quality of teaching is good overall in both key stages. In 60 per cent of lessons observed teaching was very good. In 20 per cent it was good and with 20 per cent satisfactory. There were no unsatisfactory lessons. This is an improvement since the last inspection. Most members of staff have secure subject knowledge and are able to provide activities that match the planned objectives. A strength of the teaching is the liaison between teachers and support assistants. This enables all staff to give good support to pupils with special educational needs or those with weak linguistic skills in English because focused attention is given to their individual needs. Good use is made of learning objectives which are displayed on the board and shared with

pupils at the beginning of lessons. Often frequent reference is made to them during the lesson and this helps pupils to consolidate their knowledge and reminds them of the focus of the lesson. Teachers' questioning skills are very good. The control and management of pupils is consistently good and relationships with them are a strength of the provision. Consequently pupils show interest in their work and many sustain high levels of concentration. Teachers are effective in teaching appropriate scientific terms and language so that pupils learn the correct scientific terms. Teaching is organised in a variety of ways including whole class lessons and group work. In group work the focus of the teacher's work is generally on the science task, and in these lessons, because the teaching is carefully structured for a small group of pupils, they make good gains in their learning. The use of information technology is less successful, although in a Year 3 class pupils used CD-Rom to research facts about animals and a Year 2 class typed details of their experiment with seeds. Assessment procedures are used to record and chart the pupils' progress after each unit of work is completed. The very good teaching in both key stages provides sufficient challenge and pace to extend pupils' knowledge and understanding and for them to make good gains in learning.

- 120 Since the last inspection there has been a considerable improvement in the provision for science. Earlier this year the school appointed a knowledgeable and enthusiastic co-ordinator from within the staff to develop science throughout the school. She has made excellent plans and a start has been made. The scheme of work has been reorganised. New resources have been purchased and all staff have been given help in developing the subject. Resources for science this term are good and the school plans to provide equally good resources for science lessons during the remainder of the academic year as funds become available. The co-ordinator has monitored lessons and teachers have received a report on their lessons. This has greatly improved teaching in the subject.

ART AND DESIGN

- 121 It was only possible to observe art and design lessons at Key Stage 2. Judgements on standards achieved at Key Stage 1 are based on observations of pupils' work on display and other completed work. The oldest pupils in both key stages achieve the standards expected, with particular strengths at Key Stage 2, where achievements in art and design are often above expectations. Progress is satisfactory in Key Stage 1 and good in Key Stage 2 and for pupils with special educational needs. Pupils in both key stages benefit from a varied art and design curriculum which makes good links with other subjects such as English, history, science and religious education. The use of illustration across the curriculum is a particularly good feature. This shows that standards have been maintained and improved upon since the previous inspection.
- 122 By the end of Key Stage 1, pupils generally have a sound grasp of the skills of observation, portraiture and illustration of, for example, animal camouflage patterns. They develop creative skills in designing covers for their favourite books, and in responding to the work of famous artists, such as in patterns stimulated by the work of William Morris. This marks improvement since the previous inspection where weaknesses were found in attention to detail and drawing from observation. By the end of Key Stage 2, many pupils show a good understanding of proportion, how to depict movement and how to create good representations in portraits. Painting techniques and drawing from observation are developing well. Pupils use paint, charcoal and other media with confidence and care. For example, in work stimulated by Aboriginal art, pupils use both brushes and paint sticks to create a variety of interesting textures.

- 123 Pupils continue to have good quality experiences in art lessons. The teaching of art and design is often good, particularly in Key Stage 2. Teachers plan well to meet National Curriculum expectations, have clear objectives and show a good knowledge of the subject. They make good links with previous lessons and with work in other subjects. Other good features include the attention given to the teaching of skills and the guidance given to help pupils improve their work.
- 124 Art and design continues to be well managed by an experienced and enthusiastic co-ordinator. The art and design policy and the framework for assessment are being revised. Resources, including a dedicated art and design classroom, are very good, with prepared resource packs available for many aspects of the curriculum. Effective use is made of display, artefacts and of visits to galleries and museums which contribute well to pupils' art and design experiences. A little use is made of ICT art programs.

DESIGN AND TECHNOLOGY

- 125 It was only possible to observe one lesson in design and technology during the course of the inspection because the subject is 'blocked' and confined to a few concentrated periods of the year. It was not possible to make judgements of pupils' attainments because there was little evidence of previous or current work. The co-ordinator has good skills and very good knowledge in the subject and has prepared very good guidance for the staff. A very good scheme of work is in place with a clear structure which is designed to develop pupils' skills increasingly as they progress through the school. The skills to be taught are clearly identified. For example, younger pupils design a notebook having first looked at book construction and in so doing learn to score paper and use a card trimmer. Older pupils make a torch from reclaimed materials, making switches and circuits and investigating reflectors during the process of making. The oldest pupils examine packaging of various kinds and design their own package and have to think about such concepts as being eye catching and fitness for purpose. The co-ordinator manages his responsibilities well and has monitored the standard of work in the subject but recognises that currently the idea of starting a design project with a problem or need is often unfamiliar to staff. Resources for the subject are good and well managed.

GEOGRAPHY

- 126 During the period of the inspection there were only three geography lessons scheduled. Judgements, therefore, are largely based on an examination of pupils' work over the last year, discussions with teachers and scrutiny of all documentation relating to the subject.
- 127 Pupils' attainment in geography is in line with the national average in both key stages. Pupils in Key Stage 1 know that a map represents a 'birds-eye' view of the land. In Year 3, pupils achieve high standards in field work studies, recording data from a traffic survey and representing their findings in graphical form. In Year 4, pupils can use the atlas index to locate places in the news on a map of the world but only the more able pupils can use co-ordinates to find places quickly. Through this exercise pupils gain an increasing familiarity with the layout of the continents and countries and some pupils show initiative in combining the use of globe and atlas to facilitate their efforts.
- 128 The quality of teaching is always satisfactory with some good features, more notably the emphasis on classroom routines by which good order is maintained in lessons so that pupils and their work are well organised and controlled without repression. Lessons are well planned with sequenced activities and teachers move constantly to

correct errors, maintain pupils' efforts and carry out on-going assessment. However, the resources selected are not always the most appropriate for the task in hand.

- 129 The curriculum complies with requirements but schemes of work need to include opportunities for information and communication technology, with studies linked to the resources available. The early emphasis on building the basic geographical skills of map work and data collation is good. The "What's in the News" theme does have merit but is better treated, as intended, as an on-going brief, daily or weekly item for the whole age range rather than a one-term study in Year 3.
- 130 The subject's contribution to pupils' spiritual, moral and social development is satisfactory and the enhancement of pupils' cultural development is good through the inclusion of Jamaica, Kenya and Bangladesh in the programmes of study as contrasting cultural regions.
- 131 The marking of pupils' work is variable. Some pupils' work, particularly in Year 5, is closely marked with clear pointers for pupils to improve, but sometimes marking is infrequent and lacking in precision with comments which are encouraging but which do not show pupils how to do better. Procedures need to be devised to assess pupils' attainment and progress so that parents can be more fully informed and teachers can use the information generated to refine the curriculum and their teaching methods.
- 132 The co-ordinator for geography has clear ideas for the direction and development of the subject and there is a sound action plan in place which has clear and appropriate goals, success criteria and completion dates. The monitoring of the teaching and learning of geography is not yet fully in place. The resources for learning are satisfactory in range and quality.

HISTORY

- 133 It was only possible to observe one history lesson in each of the key stages. From these and from a scrutiny of work and displays and by talking to pupils about their work, standards are judged as satisfactory with some good to very good features, particularly at Key Stage 2. Progress is satisfactory in Key Stage 1 and good in Key Stage 2. Pupils with special educational needs make appropriate progress in relation to their specific difficulties. Standards in history have been improved upon since the previous inspection.
- 134 At the end of Key Stage 1, attainment is broadly in line with national expectations. In the best examples, pupils show a growing awareness of change as time passes, write their accounts with care and illustrate their work effectively. For example, work on 'ragged schools', following a museum visit, resulted in some neatly presented descriptive writing with a good level of accuracy. In a question and answer session, pupils could refer to pictures to identify differences to schools of today and had a good recall of a developing history vocabulary. Displays in the school illustrate the satisfactory quality of most of Key Stage 1 history work, but there are other examples of work left incomplete or not sufficiently matching the needs of some pupils.
- 135 At the end of Key Stage 2, attainment is at or above national expectations in most instances. Pupils are fully engaged in their history topics, use reference materials effectively and take an active part in discussion about what they have learned. They are developing good skills of enquiry and the use of sources, and show a good understanding of chronology. They can describe change in, for example, their study of the history of the locality. The presentation and illustration of work overall are of a good standard, with the study of the Roman and Tudor periods, and of ancient Egypt and Greece being particularly good examples.

- 136 Teaching overall is judged as satisfactory, and good in Key Stage 2. The best features of good teaching include a brisk pace, enthusiasm, clear objectives and introductions to tasks which draw on previous learning. Teachers show a good knowledge of the subject and ensure pupils understand how to use the resources for enquiry. In one example, the teacher was aware that the pace had slackened and responded with further instructions and advice to help the pupils make the best of the resources and maintain their effort.
- 137 The history curriculum is broad and balanced, with a varied range of topics and varied opportunities for pupils to respond, including play scenes, letters, charts and posters. The limited opportunities for independent research, and some inadequate marking of work identified in the previous report are being addressed by a wider range of resources, including CD-Roms, and an improved marking scheme.
- 138 The subject is managed well. The co-ordinator works closely with colleagues to support the subject. There is a clear policy and efficiently managed resources and topic packs to help teachers. Visits to places of historical interest such the National Portrait Gallery contribute effectively to pupils' cultural experiences and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 139 Pupils' attainment is broadly in line with expectations by the end of Key Stage 1 but below expectations at the end of Key Stage 2. There are particular weaknesses in the provision of opportunities for pupils to use equipment to monitor external events and simulation packages to explore the effect of changing variables. Progress has been made since the time of the last inspection but some weaknesses identified then have still not been overcome.
- 140 By the end of Key Stage 1, the majority of pupils have developed satisfactory levels of mouse control and keyboard skills. They know the main function keys on the keyboard and use the keyboard and the mouse to control a program. They use appropriate vocabulary, such as 'mouse' and 'keyboard'. They use capital letters, the delete key, full stops and the space bar appropriately. Year 2 pupils type the report of their experiment in science when they planted seeds to find out what seeds need in order to grow. Pupils have learned to control a robot and make good use of listening centres in their literacy lessons.
- 141 In Key Stage 2 pupils build on their previous experience. Year 3 pupils can edit and copy their work with adult help. They use the tool bar to turn text through 90 degrees. During the lesson they develop the skill of dragging text into the required position though some pupils find the exercise very difficult. The chosen script which pupils work on is good advertising material for health. 'Clean your teeth every day'. Some pupils are able to paste their digital photograph from the memory into the middle of the sheet. They retrieve the photograph from memory with help and they know how to reduce or expand the size of the picture. Teachers throughout the school make good use of digital cameras and video recorders. One Year 6 class follow instructions on the printed work sheet. They design a poster with a border and a picture to advertise 'Macbeth'. Pupils type the word Macbeth and decorate it. They copy and paste the word along the top as often as required. They rotate it through 180 degrees and drag it down to the bottom of the poster. They then complete the exercise by creating the same border down both sides. Some pupils are able to use another program to create a picture on their poster. In the other Year 6 class the teacher realised that the pupils found the work very difficult.

- 142 Pupils have good attitudes to work and enjoy working on the computers. They are enthusiastic and interested in their tasks. They work well in pairs and take turns fairly when using computers. They always appear willing to help each other and are prepared to listen to advice.
- 143 The quality of teaching has improved since the last inspection and it is now mainly good but sometimes satisfactory. All teachers have received training and are now much more confident in handling equipment. Some teachers have good subject knowledge, which enables them to offer good explanations and to effectively sort out problems as they arise. Teachers share the learning objectives of the lesson with the pupils so they are clear about what they are expected to achieve. Teachers use questioning effectively to extend pupils' learning. As a result pupils, including those with special educational needs and those for whom English is not their first language, are making good progress in their learning. The lack of opportunity to take part in ICT on a regular and organised basis prior to the last inspection has depressed the overall progress pupils have made until quite recently. This is most noticeable in Key Stage 2.
- 144 The enthusiastic and knowledgeable co-ordinator has worked hard since the last inspection to develop this subject and tackle the issues raised in the last inspection report. He produced a very comprehensive and detailed whole school policy for the subject, which has been agreed by staff and governors and has the approval of the Local Education Authority. The school now has a four-year plan (1998 to 2002) in which the aim is to bring the subject up to national expectations. Two of the four aims have already been accomplished. Better resources have been provided and all staff have received specialist training. A start has been made on the third aim, which is to improve pupils' achievement, and the school has firm plans to achieve the fourth, which is to develop local and wider community links in information and communication technology by 2002. The school has adopted a published scheme of work, which gives teachers a good foundation on which to base their lessons, and provides a structure to the teaching of the subject. Most teachers keep careful records of individual's use of computers but assessment and record keeping are at an early stage of development.

MUSIC

- 145 It was not possible to make overall judgements on the quality of attainment in the subject and the range of work within the curriculum because little music was taking place during the period of inspection and there was no singing in assemblies. However, there was little evidence that composition takes place sufficiently frequently and the LEA scheme of work, which is of good quality, was not at the heart of the school's work. The school has recently purchased a new scheme which has recorded material. Music is sometimes played before assembly but insufficient reference is made to it.
- 146 In the very few lessons which could be observed the quality of teaching was satisfactory. In a Year 3 lesson pupils sang Maori and African songs with much enthusiasm and enjoyed their actions although their singing was not very tuneful. Resources for the subject include a satisfactory range of instruments, although some of the tuned percussion is in a poor state of repair. The school does not currently have a co-ordinator for the subject and as a result it is not a strength. It is recognised within the school that music is a subject that requires much development.
- 147 The school was involving an external agency to demonstrate good practice in two year groups, one in each key stage and the pupils responded enthusiastically in these lessons to the very good teaching.

PHYSICAL EDUCATION

- 148 During the inspection pupils were observed in gymnastics, games and swimming, in which they make good progress. The full range of physical activity including athletics is undertaken over the year and pupils have some opportunities to take part in orienteering during their time in school. There are swimming lessons for pupils in Years 4, 5 and 6. Most pupils can swim 25 metres by the end of Year 6 and some much further. Pupils with special educational needs and with English as their second language make progress in line with the majority of their peers. Overall, standards are in line with expectations.
- 149 By the end of Key Stage 1, pupils change into their physical education kit with the minimum of fuss. They receive help from their teacher and support assistant and sit quietly reading a book as soon as they are changed. Year 1 pupils move round the hall running, skipping and hopping in their warm up exercises. Pupils use hoops to help make their movements interesting, moving in and out of them and sometimes using them as barriers. Pupils make different body shapes in the form of a star, lamp post, hedgehog or stripe making an exciting game as they practice their movements. Pupils make good progress, linking two or three movements together to form a sequence. Year 2 pupils warm up to music. They hop and skip and change direction on command very well. Pupils work in groups on mats to perform a forward roll with an appropriate stretch at the end of the movement. The class clear the mats sensibly and quietly at the end of the lesson, demonstrating that good routines have been established. The lesson ends appropriately with pupils listening to music as their bodies cool down after exercise.
- 150 In Key Stage 2, Year 3 pupils improve their throwing and catching skills though some pupils find the exercise quite difficult but make some progress during the lesson. Year 4 boys and girls receive football training from a football coach. Pupils practice dribbling and shooting skills. Most pupils can control a ball and move to their appointed position in the circle. Most can kick the ball towards the goal though their accuracy in shooting varies. Year 5 and 6 pupils swim front crawl and practice backstroke well. Some pupils from the school attend extra swimming training funded by lottery money.
- 151 Pupils' attitudes to physical education lessons are nearly always good. In the swimming lesson observed the pupils' attitudes were very good. Pupils clearly enjoy the opportunity to engage in physical activity and most pupils behave well as they listen to instructions or when they have to wait for their turn to demonstrate. They all follow safety rules well, clearly understanding the need to warm up before and cool down after exercise. They co-operate sensibly with one other, in pairs and in groups and use their initiative and imagination creatively. This was particularly noticeable in the Key Stage 1 lessons observed.
- 152 The quality of teaching overall is good. In Key Stage 1 it was always good though in Key Stage 2 it varied from very good in swimming to satisfactory in gymnastics and games. Teachers have secure subject knowledge and understanding of the requirements of the subject and all safety issues. In most lessons teachers have high expectations of pupils' behaviour and performance. They give pupils clear instructions before exercises and pupils understand what is expected of them. In the swimming lesson the teacher and the swimming instructor demanded constant effort from all the pupils in order to extend their swimming skills beyond a satisfactory level.

- 153 At the moment there is no co-ordinator responsible for physical education. The school has a policy and a scheme of work, which teachers follow well. There is no system of assessment in place but the pupils' progress is reported to parents annually. The school makes good use of the two halls and the outdoor hard surface area. There is no sports field but good use is made of a local park for orienteering. Resources in both key stages are satisfactory. They are organised effectively and there is a good range of equipment.

RELIGIOUS EDUCATION

- 154 At the end of both key stages, pupils are reaching satisfactory standards overall, in line with that expected by the Locally Agreed Syllabus for their ages and abilities. Across the school pupils are making satisfactory and many are making good progress in their rate of learning. This is an improvement on the previous inspection where progress was judged to be satisfactory overall. Religious education is taught as a discrete subject as well as in the themes chosen for daily acts of collective worship.
- 155 Younger pupils develop knowledge and understanding about being a member of a faith community and the effects of a belief on family life. They recognise special family times, especially those related to their family and the role of adults. They have factual information about the Shabbat service in Jewish homes and consider how families deal with problems. Groups of younger pupils made stick puppets to represent different members of a family and acted out scenes dealing with such as theft, poor behaviour and helping round the home. The curriculum includes festivals from the different faiths, special books and worship. Most pupils know Jesus is special to Christians, that the Bible contains stories about him and that he told parables to help guide behaviour towards others. Pupils in Key Stage 2 consider what it means to be a member of the Jewish, Hindu, Buddhist, Sikh, Islamic and Christian faiths. The beliefs, ways of worshipping, key figures and prophets and sacred texts are studied. Pupils were identifying God in different forms in the Hindu faith, comparing Islam with Christianity and considering the importance, care and respect to be given to sacred texts such as the Qu'ran and Bible. While investigating the life of the Buddha, his birth, family and early life, pupils linked their work to the wider world, especially considering suffering by looking at newspaper articles and discussing television programmes. Using the Qu'ran, pupils discussed the respect due to elders and how they could help those less fortunate than themselves. For each of the key faiths the school has appropriate artefacts and pupils demonstrated the respect and understanding of the use in worship of the Qur'an stand, the cross, the prayer shawl, models of the Buddha and Hindu home shrines.
- 156 The quality of teaching is good. Lessons are well planned and resourced. Planning is directly drawn from the long-term plan grids from the locally agreed syllabus. Teachers are careful to avoid indoctrination and give respect to artefacts and beliefs, even when not of their personal belief. Teachers tell faith stories well with regard to the spiritual content. They encourage pupils to consider all the features of the story, especially the feelings and emotions of the key characters. With clear learning objectives shared with the class they use pupils' own knowledge and make cross faith links, for instance between Judaism, Christianity and Islam, their sacred texts and prophets. Teachers keep lessons moving forward and this momentum is sustained even when pupils undertake written tasks. Clear instructions and a good range of open-ended questions encourage pupils' participation in their learning. Generally teachers maintain a good pace and have high expectations that lessons will contribute to pupils' personal development as well as academic.

- 157 Pupils respond well to lessons, older pupils in particular enjoyed the opportunity to talk about their own and others faiths, sharing what they can find in the resources to support their learning. Most listen carefully to teachers, treating them with respect and liking. They also listen to each other. In written tasks they concentrate hard and persevere to succeed. They like to present their work well and in the better lessons there are no signs of weaker behaviour. Generally older pupils are quiet and attentive, polite to each other, co-operate in discussions and use resources, working independently. Younger pupils are full of questions and opinions and contribute positively to learning. They settled quickly to written tasks, work hard, concentrate and enjoy considering the deeper meaning of their work.
- 158 The co-ordinator for religious education has not been long in post but already has developed a positive image for the subject. By in-lesson monitoring, through examining plans and pupils' books he has accurately matched the curriculum to the work across the school. This he hopes to refine further using recently published schemes of work to support learning. Since the fire just before the last inspection that destroyed a large number of artefacts, he has been building up resources, matching them accurately to curriculum needs. Having written a new policy he is developing an assessment system to further support learning. This is a priority on his action plan to meet the targets set for the subject in the school development plan. Classes are encouraged to go into the local community and visit a range of faiths.