

INSPECTION REPORT

EDINBURGH PRIMARY SCHOOL

Walthamstow, London

LEA area: Waltham Forest

Unique reference number: 103053

Headteacher: Mr Hasan Chawdhry

Reporting inspector: John Bishop
OFSTED No: 12184

Dates of inspection: 27 - 30 November 2000

Inspection number: 225215

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 to 11 Years

Gender of pupils: Mixed

School address: Edinburgh Road
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Appropriate authority: The governing body

Name of chair of governors: Mr Gerald King MBE

Date of previous inspection: 3 July 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Bishop (Ofsted No: 12184)	Registered inspector	Information and communication technology	What sort of school is it?
		Design and technology	How high are standards? a) The school's results and achievements.
		Physical education	What should the school do to improve further?
		Equal opportunities	
Josephine Philbey (Ofsted No: 9405)	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development.
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Diana Mackie (Ofsted No: 23482)	Team inspector	Science	How well is the school led and managed?
		Art	
		Foundation stage	
Kuldip Rai (Ofsted No: 3588)	Team inspector	Mathematics	How well are pupils taught?
		History	
		Geography	
		English as an additional language	
Arlene Thomas-Ramasut (Ofsted No: 31853)	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Music	
		Religious education	
		Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This community primary school caters for pupils in the age range of 4-11 years. Pupils are admitted to the reception class in September, January and April each year. There are 173 pupils on roll of whom 6 are in the reception class. All pupils attend full-time; the school is smaller than most other primary schools. The proportion of pupils eligible for free school meals is 39 per cent which is well above the national average. There are 69 per cent of pupils who have English as an additional language which is very high; more than half of these pupils are in the early stages of learning English. There are 29 per cent of pupils on the special needs register, including 3.8 per cent who have statements of special need and this is well above the national average. The full range of ability is represented on intake but early assessments show that on entry to the reception class, children have skills which are generally well below those found nationally. The socio-economic circumstances of the area in which the school is located is generally below the national average. The school last had a full inspection in 1995 when it was found to be requiring special measures in order to raise standards. At a re-inspection in 1998, the school was lifted from special measures although it was still deemed to have serious weaknesses. The school has had four headteachers in the last five years. The present headteacher was appointed in January 2000; in addition, there have been numerous changes amongst the teaching staff with five of the present seven class teachers appointed since April 2000.

HOW GOOD THE SCHOOL IS

Many areas of the school's provision are satisfactory or better. Standards in English at the end of Key Stage 2 have risen sharply to just below national averages; it is a similar position in mathematics and science. The school is demonstrating success in raising standards and had the most improved results of any school in the Waltham Forest Education Authority in the 2000 national tests at Key Stage 2. The potential for raising standards further are good. The quality of teaching is mainly good or very good with the recently appointed teachers settling effectively into school. The leadership of the school is excellent, giving clear and positive educational direction. The school is now offering sound value for money.

What the school does well

- The school has made substantial all-round improvement since the last inspection five years ago.
- Standards have risen well in English, mathematics and science by the time pupils leave at the age of eleven. Pupil progress is a strength.
- The leadership and management of the school are very strong.
- Most teaching is good or very good and the planning for teaching and learning is thorough and detailed. Provision in the reception class and standards in art at Key Stage 2 are good.
- Teachers manage pupils well in this caring school. Pupils' attitudes towards school and learning are very good. Relationships throughout are excellent.
- Provision for those pupils who have English as an additional language is a strength of the school.
- Provision for pupils' social and moral development is very good and for the cultural it is good.

What could be improved

- Standards in English, mathematics, science and ICT are still not as high as they could be.
- Progress in the foundation subjects does not yet match progress in the core subjects.
- The library is insufficiently used in developing pupils' skills in research and in learning independently.
- Provision for spiritual development offers pupils insufficient opportunities to pray or contemplate in a reflective manner.
- Attendance requires further improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last full inspection was in 1995. The present headteacher has been in post for almost one year. The developments made in this time are resulting in many improvements in the school's provision. Standards in the core subjects of English, mathematics and science have substantially risen and

targets set for eleven year olds to achieve in the national tests in English and mathematics have been more than reached in 2000. Observations made during the inspection indicate that the school is very well set to continue improving. The legal requirements to provide the whole National Curriculum and religious education are now met. There has been a large staff turnover in the last year; the quality of teaching is now generally good or very good. Teachers' knowledge in information technology still needs strengthening but facilities for teaching the subject are much improved. Co-ordinators now have clearly defined roles but there are still weaknesses in the monitoring of pupils' work and in implementing the recently produced schemes of work in the foundation subjects. A detailed school development plan is being implemented and the school is running smoothly. The school is successfully focusing on the raising of standards. There are now appropriate arrangements for the induction of newly qualified teachers and those who are new to the school. The quality and use of day-to-day assessment is generally good with teachers and support staff employing questions well to assess and extend pupils' learning. Improvements made since the last inspection are very good and the capacity for further improvement is also very good. I am, therefore, of the opinion that this school is providing an acceptable standard of education and that it no longer has any serious weaknesses.

STANDARDS

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

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

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

The above table does not fully reflect the rise in standards over the past year. This progress has been more evident at Key Stage 2 although there is still much to achieve while the recent improvements in the school's provision are consolidated. A scrutiny of pupils' work seen during the inspection supports the view that standards are set to rise further in 2001; the targets set for enhanced performance next year have been revised upwards. Progress is less evident at Key Stage 1 where many pupils are at the early stages of learning English as an additional language. Over the three years prior to 2000, there has been only a slight improvement in recorded standards. However, 2000 has brought significant improvements. At Key Stage 2, English has made the most improvement and standards are now much closer to national averages. Standards in mathematics have risen similarly. Science has also made significant improvement with pupils at both key stages having appropriate experiences of investigative science. Again, an inspection of work supports these findings although the national test results remain well below those achieved in similar schools. Standards in art are good at Key Stage 2 and satisfactory in religious education, physical education, music and design and technology and art at Key Stage 1. Standards are unsatisfactory in music and design and technology at Key Stage 2; information technology, music, history and geography are unsatisfactory at both key stages. These subjects have had insufficient teaching time allotted to them in the past few years as the school sought to raise standards in the core subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning, are keen to come to school and concentrate well in most lessons.
Behaviour, in and out of classrooms	Pupils behave well in the classroom. Behaviour in the playground is satisfactory. They respect property and are proud of their well kept school.
Personal development and relationships	Personal development is satisfactory although this aspect is not systematically monitored. Pupils respect each other as well as adults. Relationships throughout the school are excellent. Pupils respond well to opportunities to take responsibility.
Attendance	Attendance is below the national average but the school's effective systems for dealing with non-attendance have resulted in sound improvement.

TEACHING AND LEARNING

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

In 94 per cent of lessons, teaching is satisfactory or better. In 72 per cent it is good or better including 28 per cent very good and 4 per cent excellent; 6 per cent were unsatisfactory. Pupils are willing to learn but do not always know what it is they need to do to improve when marking is insufficiently helpful. In the better lessons, objectives for learning are clear. Where teaching is unsatisfactory, teachers use praise and encouragement insufficiently and behaviour control is weak. Teachers and learning support assistants give good Levels of assistance to those pupils who have special educational needs and those who have English as an additional language. Literacy and numeracy are well taught with teachers having a good understanding of these subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant. Residential visits, educational trips and a range of extra-curricular concerts and sporting activities provide practical experiences to extend the pupils' understanding of the wider world.
Provision for pupils with special educational needs	Work designed specially for them enables pupils with special educational needs to make satisfactory progress but their individual education plans are too broad and lack specific measurable targets.
Provision for pupils with English as an additional language	Those many pupils who have English as an additional language settle well into the school and progress well; they have excellent relationships with other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils respect the values and feelings of others. Adults are very good role models with pupils clearly knowing the difference between right and wrong. Opportunities for effective spiritual development meets statutory requirements but pupils have insufficient opportunities for reflection. Provision for cultural development is good and for the social and moral it is very good.
How well the school cares for its pupils	This is a successfully caring school. It has clear child protection procedures. The school provides a safe environment. Sound procedures for the assessment of pupils' work are in place.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is excellent. The ethos created by the headteacher, ably supported by the deputy headteacher, is well supplemented by the whole school community and strongly supports learning and school improvement.
How well the governors fulfil their responsibilities	The governing body is well informed of the school's development and gives sound support in shaping the school's future and monitoring its progress.
The school's evaluation of its performance	The school has a general view of its work and has introduced detailed monitoring strategies of both teaching and pupils' work but this has yet to be extended to every subject of the curriculum.
The strategic use of resources	Good use is made of time, materials and the building. There are weaknesses in the use of the library. The school applies the principles of best value satisfactorily. The school is generously staffed with learning support assistants who make a very important contribution to the raising of standards. The buildings are generally well kept. The school is disadvantaged by having no playing field.

The school is well staffed with teachers who are mostly recent additions to the staff and also with support assistants and this enables pupils to learn well. Clear and positive induction procedures enable staff to settle quickly and effectively. Governors are not sufficiently involved in the early stages of decision making. Resources are inadequate for teaching design and technology at Key Stage 2. The library is not organised in such a way to render it effective in developing research skills.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like school. • The children are making good progress. • The teaching is good. • Parents feel comfortable in approaching the school with questions or problems. • The school expects children to work hard and achieve his or her best. • The school works closely with parents. • The school is well led and managed. 	<ul style="list-style-type: none"> • Getting the right amount of homework. • Better information on how children are progressing. • A more interesting range of activities outside lessons.

There was a 23 per cent return of questionnaires and 23 parents attended the pre-inspection meeting with the inspectors. The school has a detailed homework policy. The development of this policy was shared with parents and overwhelmingly agreed by them. There are regular parent-teacher consultation meetings each term. Detailed information goes home regularly to parents. There is a home-school reading record for each child in which parents are invited to write comments. There are sporting activities for older pupils after school on some days of the week and Leyton Orient Football Club and Essex County Cricket Club offer coaching; there are breakfast and general after-school clubs every day. Year 6 undertake an outdoor pursuits and activities week each year; altogether these represent an adequate range of activities outside lessons and parental concerns are unjustified.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the reception class with a wide range of attainment. Initial assessments carried out soon after children start school, indicate a significant majority with low scores in language and literacy, mathematics, knowledge and understanding of the world and personal, social and emotional development. Progress for some pupils in the reception class is hindered by the Local Education Authorities admission policy which admits pupils at the beginning of each of the three terms with some children only attending this foundation stage for one term. At present there are only six children in the reception class. These children make good progress although on entry to the main school, the attainment of some is still likely to be below what is normally expected for children of this age in all areas of learning. Most of the children in the reception class are acquiring a sound awareness of different forms of print and contribute well in discussions even though some have language difficulties. Most recognise initial letter sounds and enjoy handling books but are less skilled in talking about them. The counting skills are sound and they recognise simple addition.
2. At the end of Key Stage 1, standards in reading, writing and mathematics were well below the national average according to results in the national tests. These results were also well below national averages for pupils attaining the upper stages of Level 2 and for those attaining Level 3 in reading, writing and mathematics. The deficit gap between school and national performance has narrowed since 1999 with reading and mathematics showing the most improvement. Overall there has been a continued rise in standards since the last full inspection in 1995. In spite of these improvements, results in 2000 are still well below similar schools. Standards in science are well below national averages according to the teachers' assessments. However, work seen during the inspection indicates a continuing rise in the quality of work produced by the pupils.
3. At the end of Key Stage 2, standards reached in the national tests in English, mathematics and science show a very marked improvement on results for previous years. In 1999, 40 per cent of pupils reached Level 4 in English with 7 per cent reaching the higher Level; these results were very low. In 2000, 68 per cent of pupils reached Level 4 and 23 per cent attained Level 5. In mathematics in 1999, 30 per cent achieved Level 4 and 7 per cent Level 5. In 2000 this more than doubled to 64 per cent at Level 4 although only 8 per cent achieved Level 5. In science, results at Level 4 rose from 47 per cent in 1999 to 72 per cent in 2000. The percentage of pupils achieving Level 5 rose from 3 to 8 per cent. These results represent a marked overall improvement. Evidence gained during the inspection supports the view that there are sharply rising standards in the core subjects of English, mathematics and science throughout the school and particularly at Key Stage 2. These can be expected to continue to rise with pupils now beginning to achieve in line with their abilities.
4. There has been a rising trend of results over the past two years in the three core subject although standards are still well below those achieved by similar schools, as too few pupils are achieving higher than average standards. The school has set targets for the pupils at both key stages for the next two years. In the light of the results of 2000, these have been revised upwards to reflect the improvements.
5. In English, pupils at both key stages are making satisfactory progress in developing their listening skills. They generally listen well to one another and to adults. Pupils at Key Stage 1 are keen to answer questions and voice appropriate views when predicting the outcome of stories. Those pupils who have English as an additional language make good progress. They receive good quality support from teachers and learning support assistants. Pupils' needs are analysed carefully and they are given tasks matched to their needs.
6. At both key stages, pupils show interest in their books and their reading is expressive, taking note of punctuation. Teachers have an effective understanding of the Literacy Hour and have an appropriate range of resources to implement it. Classroom resources are attractively laid out but there is no library facility to effectively provide pupils with sufficient opportunities for developing

research skills and learning independently. At Key Stage 1, pupils are beginning to write at length, with the older pupils using effective punctuation. At Key Stage 2, pupils write in an increasingly wide range of styles, including story telling, poetry and writing for other subjects of the curriculum. Standards of handwriting and presentation of work are variable with spelling generally unsatisfactory at both key stages but a recently introduced scheme for both of these aspects of English are enabling pupils to improve their work.

7. Pupils at both key stages are making at least sound progress in mathematics. Standards noted during the inspection are still generally below what the pupils could achieve but this situation is improving rapidly, especially at Key Stage 2. Pupils at Key Stage 1 read, write and count numbers to 100. Their mental mathematics is developing satisfactorily with most pupils counting on and back in 2s and 10s. The higher attainers have some knowledge of three-dimensional shapes although they are less secure in describing their properties. At Key Stage 2, most pupils use mental strategies, which are being re-inforced by the effect of teaching a structured Numeracy Hour. Many pupils of all abilities benefit from the appropriately challenging work set in most classes.
8. At the end of Key Stage 1, standards in science are well below national averages at both expected and higher Levels according to teacher assessments and in the work seen during the inspection. At Key Stage 1, there is a lack of challenge for pupils who could do better, particularly when undertaking investigations and there is a lack of planned extension activities to challenge and encourage further exploration. At Key Stage 2, teaching is consistently challenging and pupils have a good understanding of how to set up an experiment to test insulation materials but insufficient emphasis is placed on recording data tidily.
9. Overall, Edinburgh School has been acclaimed as the most improved school over the past year in the Waltham Forest Local Education Authority. The school achieved the most progress of any school in 2000 when compared to 1999, in the national tests at Key Stage 2 in English, mathematics and science.
10. Attainment in information technology is unsatisfactory at both key stages as pupils have insufficient opportunities to develop their skills or use these skills in supporting learning across the curriculum. Provision for this subject is much improved recently and since the last inspection, in that a new computer suite has been opened recently and teachers now have the support of a detailed scheme of work.
11. Pupils' attainments at the end of both key stages meet the requirements of the Local Authority Agreed Syllabus for religious education. Resources are much improved and pupils are gaining sound experiences in a range of religions.
12. Standards in art are satisfactory at Key Stage 1 and good at Key Stage 2 and are satisfactory in physical education at both key stages. Standards in design and technology are satisfactory at Key Stage 1 but are unsatisfactory at Key Stage 2 as there are insufficient resources available to fully teach the curriculum. Standards are unsatisfactory in history, geography and music. These subjects have lacked development because the school has, quite rightly, been concentrating on raising standards in the core subjects. The numerous recent staff appointments have resulted in changes of subject leadership and this has caused a delay in the implementation of schemes of work; but these have now been developed and are beginning to impact on standards in all subjects.
13. Pupils who are identified as having learning difficulties attain standards which are necessarily well below national expectations. However, they make satisfactory and sometimes, good progress according to their age and ability. Pupils whose work improves significantly are eventually taken off the register. This occurs in a small minority of cases. Those pupils who have English as an additional language generally make good progress throughout the school.

Pupils' attitudes, values and personal development

14. Pupils have very good attitudes to school and their learning. This makes a positive contribution to the standards they achieve. Most pupils are eager and happy to come to school. They know that they will be warmly welcomed into school by kindly, considerate staff and will be learning in an environment in which they feel valued. Parents are pleased with the school's family atmosphere and the values their children learn. Pupils are friendly and welcome visitors into their school enthusiastically. They are polite and helpful and try hard to please their teachers.
15. Pupils enjoy their time at school. They arrive at school expecting to work and generally involve themselves readily in their tasks. Pupils want to achieve well and listen carefully to directions given by their teachers. Most of the time pupils sustain concentration and sit very quietly when appropriate. There are occasions, however, when concentration wanes, particularly in lessons following afternoon playtime at Key Stage 1, when some pupils are excitable and cannot settle down. Although many pupils come from homes where English is not the first language, they answer questions confidently and join in discussions eagerly, offering their own ideas and listening very carefully to those of others. For instance, pupils in Year 2 were enthusiastic in sharing their ideas of what they might see if they went on an elephant hunt.
16. Pupils' behaviour is good and reflects the findings of the previous inspection report. Pupils behave well in the classrooms and move around the school in a very orderly way. Pupils behave sensibly in assemblies and are respectful during the quiet period of reflection. In the hall at lunchtimes, the atmosphere is congenial and characterised by courtesy and good manners. In the playground, pupils play well together enjoying each other's company. No harassment or bullying was observed during the inspection. There has been one permanent exclusion in the past year.
17. Relationships are excellent, showing high Levels of respect between adults and pupils. There is a high degree of friendship and harmony between pupils from a wide range of ethnic and cultural backgrounds. Pupils work effectively both individually and collaboratively. On many occasions, pupils work well in pairs and groups and discuss the tasks sensibly. A good example of this was noted in a Year 4 design and technology lesson where pupils were enjoying sitting together and helping each other whilst sewing or sticking the purses they had made. These harmonious relationships underpin the work of the school and have a significant impact on the attitudes and behaviour of all the pupils which in turn positively affects progress made in lessons.
18. The pupils' personal development is very good. Pupils have developed a clear sense of responsibility. The ethos of the school contributes very effectively to their sense of community and respect for others. During the inspection, pupils tidied classrooms, returned registers and set up for assemblies. There is a school council with representatives from each year. Older pupils are encouraged to help the younger ones, especially at lunchtimes. The pupils collect for various charities during the year and actively take part in community events such as the Walthamstow Carnival.
19. Attendance for 1999/2000 was below the national average and unsatisfactory. Unauthorised absence was higher than the national average but the situation is improving because of the school's effective systems for dealing with absence. There was one permanent exclusion last year which is an improvement on previous years. A small number of pupils are late to school on a regular basis.
20. Children in the reception class make good progress in personal, social and emotional development but many are not sufficiently settled emotionally to adapt to the brisker pace of school life when they join Key Stage 1. They soon adapt to routines and personal hygiene and dressing skills are satisfactory. Children gain increasing social skills so that most interact well with one another and with adults. They develop the ability to share resources willingly and take turns fairly in discussion times and in games. Children's Levels of concentration increase during their time in the reception class but some are still unable to persevere with tasks without skilled staff intervention. This sensitive and regular approach by the staff makes a positive contribution to the good progress in the children's personal and social development.
21. Pupils with special educational needs are keen to learn and gain in confidence as they get older. Most contribute enthusiastically to class discussions and try hard to complete their set tasks

correctly. They participate fully in all aspects of school life.

HOW WELL ARE PUPILS TAUGHT?

22. At the time of the previous inspection, the quality of teaching was unsatisfactory, with almost half of lessons having weaknesses in the important areas of lesson planning, content and pace of lessons, and teacher expectation of pupils. Teaching was identified as a key issue and the inspection report stated that the school should take action to improve the quality of teaching. Since then, the school has addressed this key issue successfully and there has been a substantial improvement in the quality of teaching. It is overall good now, although there are variations in its quality across the school. It is good in the foundation stage and Key Stage 1 and very good in Key Stage 2. In the lessons seen, nearly 72 per cent of them were good or better, including 28 per cent very good and 4 per cent excellent. Only 6 per cent of lessons were unsatisfactory. Teaching promotes good learning across the school.
23. In the foundation stage, teaching is overall good. The quality of teaching in the reception class is at least good in all areas of learning, with very good teaching in communication, language and literacy. There is clear understanding of the needs of young children. Expectations of the children are high and work is carefully planned to match the children's needs. The teacher provides an exciting programme of stimulating activities which extends and enhances children's language skills and prepares children well for the National Curriculum. Non-teaching support is good for children who speak English as an additional language. Support for pupils with special educational needs is sound because of the adult help available but pupils' individual education plans do not always offer sufficiently precise detail to guide support.
24. In Key Stage 1, the quality of teaching and learning is good overall, with a significant amount of it being satisfactory and some being very good. Two unsatisfactory lessons were also seen, both of them being in music. In Key Stage 2, teaching is overall very good with a significant number of lessons being good and some being satisfactory. Two excellent lessons were also seen. In music, there was an unsatisfactory lesson. Teaching of literacy and numeracy is good, with the school having implemented the National Literacy and Numeracy Strategies successfully. Teachers structure their lessons in line with the recommendations of the national strategies. A high proportion of direct teaching that includes clear explanations and demonstration helps to engage the whole class in learning. This has led to a substantial improvement in the quality of teaching and learning since the last inspection. Basic literacy and numeracy skills are taught very well. In science, the quality of teaching is very good. In religious education, it is good. In all other subjects, teachers plan well and have good subject knowledge although there are weaknesses in information technology.
25. Teachers' knowledge and understanding of the subjects they teach is good. This helps them to explain tasks clearly and to ask probing questions to extend pupils' understanding and thinking. Teachers' day-to-day planning is very good. Objectives are clearly identified and planning generally caters very well for the full range of attainments in the classroom, including pupils with special educational needs. Objectives are shared with the class at the beginning of lessons so that pupils understand what they are doing. Teachers review these objectives with pupils towards the end of the lesson which helps them to consolidate learning. A strength in planning is the way teachers involve support staff in providing a clear view of what pupils are to learn.
26. The methods used are good. Lessons have a clear structure and teachers explain tasks well. They generally use time effectively by setting time limits for the completion of tasks. This helps to keep pupils focused on the activity and working hard. However, sometimes when lessons are too long, the pace of work towards the end slows down as was seen in a mathematics lesson in Year 1. This impacted adversely on progress in learning. Pupils have opportunities to work as a whole class, individually and sometimes in pairs. A good example of pupils working in pairs was seen in a lesson in English as an additional language (EAL) in Year 2. In this lesson, pupils were paired in such a way so that learners of EAL could be helped by mother tongue speakers to talk about a series of pictures. This helped these pupils to make good progress in developing their speaking and listening skills.

27. Teachers have high expectations of behaviour and generally all of them manage pupils very well. They create a calm but purposeful atmosphere in almost all lessons. The very good management of behaviour helps pupils to concentrate well and stay on task. As a result, this promotes good progress in learning. However, in music lessons, the management of pupils' behaviour was unsatisfactory as was, for example, seen in a lesson in Year 1. In this lesson, the teacher was not able to attract the attention of all the pupils, and started to talk to one side of the class, with the other side fidgeting. Consequently, pupils' progress in the lesson was unsatisfactory.
28. Resources are used well in most lessons. For example, in a history lesson in Year 5, very good preparation before the lesson and excellent resources promoted very good participation of pupils in the debate on: 'Were the young people of the 60s lazy and wild or did they make the world a better place?' Learning support assistants and other specialist staff are used well and make a significant contribution to pupils' progress.
29. Teachers mark pupils' work regularly and they usually give encouraging comments but the quality of marking is inconsistent in helping pupils to improve their work. The quality and use of on-going assessment is good, with teachers and support staff employing questions well to assess and extend pupils' learning. Teachers use homework very effectively to consolidate pupils' learning. Parents, who attended the pre-inspection meeting, were very clear about homework given to their children and were appreciative of this provision.
30. The specialist teaching provided by the EMTAG (Ethnic Minority and Traveller Achievement Grant) teacher is consistently good. Teaching is well integrated into mainstream provision and the EMTAG teacher works collaboratively with class teachers to help pupils to gain access to the full curriculum. Opportunities for joint planning are good and in partnership teaching, the teacher takes on both a lead and support role. In her teaching, she provides a good role model for class teachers in language teaching and providing access to the curriculum. Pupils learning EAL receive regularly enhanced opportunities for speaking and listening.
31. Class teachers set work for pupils at an appropriate Level of difficulty which provides the essential opportunities for practising acquired skills and introduces them to new learning in small steps. The pupils receive high Levels of good quality support from the class teachers and the learning support assistants whose help is invaluable in enabling the pupils to sustain concentration and to succeed. Teachers and learning assistants know the strengths and weaknesses of each pupil and they provide very good guidance, encouragement and praise for pupils' efforts and successes. Behaviour management skills are very good.
32. Pupils on the early stages of the register for pupils with special educational needs are assessed informally in most cases and specific learning needs are not always clearly identified. Individual education plans lack clear measurable targets against which progress can be measured. The headteacher and deputy headteacher advise colleagues on strategies to target specific difficulties and draw on outside expertise for additional advice but there is no-one to provide additional specialist teaching for some pupils whose needs are significant and complex.

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

33. The curriculum meets statutory requirements in all National Curriculum subjects at both key stages and follows the guidelines for religious education in the Locally Agreed Syllabus. Pupils' intellectual, physical and personal development is promoted well and is a good preparation for the next stage of education. The curriculum is broad, balanced and relevant to the specific learning needs of the pupils in the school. Sufficient time is allocated to the delivery of all subjects. At present, there is no formal programme of personal, health and social education. Overall, this represents very good improvement since the last full inspection when the quality and range of the curriculum were judged not to meet statutory requirements. In the follow up inspections of 1998 and 1999, HMI were concerned that there was an over-emphasis on the core curriculum at the expense of the foundation subjects. This has now been successfully addressed and an appropriate balance is being achieved.

34. Access to the full curriculum is provided very well for boys and girls, pupils who speak English as an additional language and pupils on the special educational needs register. The school is committed to equal opportunities and treats every pupil as a valued individual. Procedures are in place to monitor the progress of pupils by gender, ethnicity and background. The good lesson planning and support for pupils with special educational needs and for those at early stages of English language acquisition and the effective liaison with external agencies, has a very positive impact on the pupils' learning, attitudes and behaviour.
35. Curriculum planning is good in both key stages. There are good policies and schemes of work in most subjects. Teachers' daily planning and termly planning is good. It is sufficiently detailed to ensure that pupils' learning is incremental and that they all make progress at their own Level of competency. Subject co-ordinators are effective in planning for continuity and progression across the key stages and in ensuring that each subject has adequate resources to deliver the scheme of work. They monitor curriculum coverage formally by examining samples of pupils' work and informally by looking at displays around the school. Literacy and numeracy are priorities. The very good planning and delivery of the daily Literacy Hour has led to a marked improvement in the quality of provision for literacy and in the standards achieved. The Numeracy Strategy is in place and the sound planning is having an appropriate impact. The development of the new information technology suite has not yet influenced progress; this, along with the underused reference library are making insufficient contributions to pupils' independent learning skills.
36. The provision for extra-curricular activities is good. The school operates a well attended breakfast club and after-school club. The relationships between the club leaders and the pupils are warm and friendly and attitudes are positive. After schools clubs include French, Urdu and football. Pupils are taken on an exciting range of visits which broaden their horizons and enhance the curriculum. They visit theatres, museums, different places of worship, places of historical and geographic interest and various shops and places of employment. All pupils have the opportunity to attend a residential course which promotes the development of independence and social skills. Visitors from the community, such as the Mayor of Waltham Forest, police and fire officers, housing officers and representatives of different charities who come to the school to talk to the pupils, add an extra dimension to the pupils' understanding of the world around them. The school also receives coaching support from Leyton Orient Football Club and Essex County Cricket Club. Concerts and musical performances, which are well attended by parents, provide good opportunities for enhancing pupils' personal development and fostering a sense of pride in their school community.
37. The school provides effective health, sex and drugs awareness through the science curriculum with the approval and consent of the governors and parents. The values of self-respect and respect for others are consistently and successfully promoted by the school on all occasions. 'circle time' when pupils discuss a range of social and moral issues with each other in a safe and secure environment, is expertly facilitated in Key Stage 2 and makes an important contribution to pupils' self-knowledge and ability to deal with problems. In Key Stage 1, circle time is used effectively to foster tolerance and kindness.
38. Opportunities for pupils' spiritual development are satisfactory. They occur in some assemblies when pupils are provided with moments to quietly reflect on special people or events in their lives or what has been said. Within the curriculum, for example in art and music, the pupils' attention is drawn to beauty and creativity but there is not a whole school approach to this aspect of learning. Religious education lessons provide opportunities for pupils to learn about the beliefs which underpin different religions and they learn the value placed on prayer and reflection in all religions.
39. Cultural development is good. The rich cultural diversity of the pupils who attend the school is celebrated and incorporated into the life of the school. British and Western European traditions in literature, history, music and art are promoted through the formal curriculum and knowledge of other cultures and traditions are fostered through religious education, art, visits to places of special interest and through visitors to the school. Pupils of all backgrounds participated with enthusiasm in the Christmas concert, a celebration of African-Caribbean music and dance and in the Hindu festival of Divali.

40. Social and moral development is very good and is a strength of the school. The headteacher and all other staff are very good role models who treat the pupils with courtesy and respect. Expectations for behaviour are high and pupils live up to these expectations most of the time. Pupils are taught a clear understanding of the difference between right and wrong and they make secure choices every day.
41. When problems arise, pupils feel confident to talk to adults and to seek help. They are listened to carefully and encouraged to think about what has happened and to take responsibility for their own actions. Pupils contribute to the school rules and have a good rapport with each other and with the staff. They are successfully encouraged to treat staff, visitors and other people with courtesy and kindness and to treat property with respect. This effectively adds to the positive ethos apparent throughout the school.
42. The curriculum for children in the foundation stage closely follows national guidance and promotes the 'stepping stones' of learning outlined in the new curriculum. Structured activities are well organised and individual children are monitored to ensure their entitlement to the full curriculum. There is appropriate provision for children who speak English as an additional language. Curricular provision for pupils with special educational needs is satisfactory but support is inadequate.
43. Pupils with special educational needs participate fully in the breadth of the curriculum. Most support is provided as part of the main lesson so that pupils are rarely withdrawn from class. Language enrichment teaching is provided for pupils with limited expressive language skills which includes pupils on the special educational needs register. Some Year 1 pupils with immature social and learning behaviours are integrated with the reception class pupils for several afternoons to enable them to develop the necessary skills for learning in an appropriate environment.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school's arrangements for promoting the welfare, health and safety of the pupils are good and has been maintained since the last inspection.
45. The school has two designated members of staff responsible for child protection who are fully trained and ensure that all other members of staff are aware of child protection issues. The school liaises effectively with the relevant agencies when necessary. There are appropriate policies to support health and safety and great care is taken to ensure the medical wellbeing of the pupils who know they will be looked after should they feel unwell. There are a number of trained first aiders on the staff roll. Lunchtime supervisors have had appropriate training and are caring and supportive. Pupils who come early to school for the breakfast club know that a warm welcome awaits them from the assistants. The school arranged games and activities during lunchtime for children fasting for Ramadan. A number of pupils attend an after school activity club. On the week of inspection, pupils at the club were busy decorating masks. The excellent relationships which exist in the school help to create a happy and safe environment in which the pupils feel valued and confident.
46. The school has a number of procedures for assessing and monitoring the academic progress of the pupils. Baseline tests are used appropriately in the reception class to assess number, language and social skills. All pupils are regularly assessed in mathematics, English and science both formally and informally. Review sheets are prepared and specific targets identified in numeracy and literacy and shared with both pupils and parents. Subject co-ordinators are at present working together on developing portfolios of pupils' work. Emphasis is given to supporting pupils' personal development and class teachers know their pupils very well. Good use is made of circle time to raise the self-esteem and confidence of pupils. Homework is regularly set and completed in all classes.
47. The school's procedures for monitoring and promoting appropriate standards of behaviour are good. Examples of positive behaviour are praised during lesson time and this strategy works well. Stickers and certificates are presented regularly in assembly for good work and behaviour. There are appropriate procedures in place to deal with poor behaviour which pupils understand and accept. Parents are contacted when necessary. Parents and pupils agree that if any bullying

occurs the headteacher deals with the problem quickly and effectively.

48. The school's procedures for monitoring and improving attendance are very good. The headteacher is concerned that attendance Levels are unsatisfactory and is working hard to improve percentages. Regular articles in newsletters remind parents that good attendance is essential. Pupils are rewarded with attendance certificates, pencils and medals if they have 100 per cent attendance. The headteacher monitors unauthorised absence each week and parents are contacted if there is a concern. The Education Welfare Officer visits the school each week. Whilst most pupils arrive at school on time, there are still a number of parents who do not ensure their children are punctual. The school monitors latecomers and letters are sent to parents when necessary.
49. Pupils with special educational needs receive warm, caring support from the headteacher who is the acting joint special education needs co-ordinator, from all teachers and from the learning support assistants who know the individual pupils well. There is a school governor with responsibility for this area. Individual education plans are drawn up for all pupils at Stage 2 of the register and above and copies are kept by all the class teachers to inform their planning. The targets in the pupils' individual education plans are set by the class teachers in discussion with the joint co-ordinators of special educational needs. At present, the majority of these are very broad and lack specific measurable targets. The targets are reviewed regularly with the parents and new targets set. Relationships with outside agencies are good and the school feels that it is receiving a satisfactory Level of support. The educational requirements specified in the statements of special educational needs are being met by the school satisfactorily. One statement is currently under review following the long absence of the pupil from school. Multi-disciplinary annual reviews are conducted appropriately and the outcomes documented appropriately. Record keeping is well organised and up to date.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The partnership with parents is good. The school recognises that home/school liaison is most important and has worked hard to develop links and improve relationships and communication between the school, parents and carers. Parents hold the school in high regard and report that their children are happy to come to school. They appreciate the commitment of the headteacher and his staff and what the school seeks to achieve for their children.
51. The quality of information to parents is good and has improved since the last inspection. The school prospectus and Governors' Report to Parents are comprehensive and clearly written for parents and pupils to understand. For parents who cannot speak English fluently, translators are available in the school office. Parents are most appreciative of the newsletters issued every few weeks that give information on school events, activities and topics. Parents are sent curriculum information through a detailed fact sheet covering all subjects. This clear curriculum plan enables parents to become aware of what their children are learning in the classrooms and how they can help at home. A significant number of parents were concerned that they were not well informed about their children's progress. The inspection finds that this concern is unjustified. Parents have the opportunity to find out about their children's progress at termly consultation evenings and discuss with class teachers specific targets for the next term. The headteacher has also made it known to parents, through the newsletters, that parents can come into school at any time to discuss progress or concerns. He tries to be in the playground each morning so that parents can approach him informally. Parents receive an annual report to inform them of their children's progress. These reports are inconsistent in quality and although the best examples inform parents of how their children could improve, not all do so. The school is aware of this inconsistency and has changed the format of the annual report.

52. Parents are actively encouraged to be involved in the life of the school and most parents have signed the home-school agreement. Parents are encouraged to read with their children at home and sign the homework diary. Some parents feel that their children are not getting the right amount of homework. The inspection finds that this concern is unjustified. There is a clear Homework Policy that is adhered to throughout the school. The school values a number of parents who volunteer to help with class activities and visits. There is a school parents' association that is led by the deputy headteacher. Parents are enthusiastic in their support of the activities and events offered by this association. Substantial funds have been raised through fundraising activities such as a summer fair and cake bakes. These funds have bought much needed resources such as sports kits and playground equipment. The Parents' Questionnaire indicates that parents did not feel the school provided an interesting range of activities outside lessons. The inspection finds that the school provides various after-school clubs and some sporting activities and also the pupils at this school have the advantage of many outside educational trips to widen their knowledge of the world.
53. In the reception class, parents are involved in the early assessments of their children's attainment and they are encouraged to share in the teaching of their children through reading and writing at home. Parents are invited to all reviews of pupils who have special educational needs and contribute to discussions on progress and the setting of new targets. Communication with parents is very good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher provides excellent educational direction for the school and his vision now permeates all of its work. The whole school community has been drawn together effectively to meet the written aims to raise standards and ensure that pupils have high expectations of themselves. In partnership with the able deputy headteacher, governors, staff and parents, the headteacher has dealt resolutely with issues identified in the last inspection so that the school has improved educational provision and driven up standards very effectively. He has been vigilant in monitoring standards in teaching and learning and has provided the governing body and the staff with rigorous analyses of the school's results. This had ensured that educational provision, teaching and learning are very clearly focused on raising standards of pupils' attainment. The school's positive ethos impacts very positively on the standards of pupils' achievement and behaviour and there is strong capacity to succeed further.
55. The governing body fulfils the legal requirement to provide the whole National Curriculum and religious education. This was an issue in the previous inspection. There are appropriate schemes of work for all subjects and assessment procedures are good. Subject co-ordinators have monitored teaching and learning well in English, mathematics and science to share good practice, address areas for development and improve the consistency of provision for pupils. The school has focused appropriately on the basic skills and there are now plans for leaders of other subjects to see what is happening in the classrooms. In all subjects, co-ordinators are focusing on high expectations and higher academic standards for all pupils. The school promotes the concept of equal opportunities very robustly in all of its work and relationships are excellent throughout the school.
56. There are sufficient experienced and suitably qualified staff to teach the full range of the National Curriculum, the foundation stage and religious education. There has been a high turnover of staff but professional training has been organised very well to enhance the quality of teaching and establish consistent approaches to teaching and learning in the classrooms. There are appropriate arrangements for the induction of newly qualified teachers or those who are new to the school. There are job descriptions for all staff, with clearly defined roles and responsibilities. The school's performance management system is well based on individual targets for staff and teachers benefit from professional discussions with the headteacher. Teamwork between teachers is very good and this takes the school forward very effectively and adds pace to improvements; all staff pull in the same direction. Appropriate training for members of the non-teaching staff has enabled them to provide effective support for pupils who speak English as an additional language. However, provision for individual pupils is not always as effective as it could be when individual education plans are sometimes too broad to meet pupils' immediate needs.

57. Governors fulfil their statutory responsibilities satisfactorily and they use their skills conscientiously in the service of the school. They have benefited from helpful training sessions organised by the Local Education Authority. Although there is a committee structure which covers all aspects of school management, governors have relied heavily on the headteacher and have not been sufficiently involved in the early stages of school development planning and budget setting. Appropriate priorities have been identified from earlier inspections and from the introduction of National Strategies for Literacy and Numeracy. Governors are now well set to plan strategically from their own evaluation of the school's needs and to build on its strengths and overcome its weaknesses.
58. Overall financial planning is satisfactory and specific grants and additional funding have been used appropriately. Strategic use of resources is satisfactory. The school has directed funding appropriately for pupils with special educational needs and those who speak English as an additional language. Additional funding for extra classes to 'boost' attainment for identified groups of pupils at the end of Key Stage 2 has had a positive effect. Issues raised in the most recent auditor's report have been dealt with appropriately. The current school development plan addresses most of the issues raised in the last inspection but costs are not always clearly identified for relevant educational priorities. Also, the plan does not indicate how the leadership and management are going to monitor progress in a step-by-step, rigorous way to ensure that improvements take place and that spending is effective.
59. Governors ensure that resources are obtained at the most competitive prices and spending is monitored monthly. Systems for the regular financial management of the school are good and day-to-day administration in the school office is very good. Matters are dealt with efficiently so that they do not impinge on classroom teaching and teachers can get on with their work uninterrupted.
60. Accommodation is satisfactory for the curriculum to be taught effectively. The leadership and management have worked conscientiously to improve the school environment so that it is a pleasant place for all to work. Although recent improvements in carpeting and internal decoration have created a bright and welcoming atmosphere in most rooms, the school is aware that further refurbishment is needed in some areas. Attractive and informative displays give value to pupils' work. Learning resources are satisfactory overall and the school has enhanced its resources well for the teaching and learning of literacy. Opportunities for robust outdoor play for children under five are limited as there are no pedalled toys and more soft landing surface is needed in the climbing and jumping area. Information and communications technology is used effectively for school administration and for the preparation of teaching and learning materials.
61. The key issues identified in the last inspection have been dealt with very effectively. Management of the school has improved, curriculum provision is greatly enhanced and the quality of teaching is much better. As a result, standards in pupils' Levels of attainment have risen. The school's capacity for further improvement is very good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The governing body should include the following specific matters as key issues in its post-inspection action plan:
- Further raise standards of attainment for all pupils in English, mathematics and science and information technology by:
 - In English**
 - Identifying and consolidating writing skills across the curriculum in English.
 - Identifying and planning to teach the knowledge and skills that will encourage pupils to attain the higher Levels.
(See paragraphs 6, 82, 83, 88.)
 - In Mathematics**
 - Ensuring work is consistently challenging to different groups of pupils.

- Providing more opportunities for pupils to explain their thinking and apply their knowledge and skills to the solutions of problems.
(See paragraphs 7, 91, 92, 93, 94.)

In Science

- Ensuring practical and investigational work is at the centre of pupils' learning.
- Setting clearer objectives for pupils' learning so there is progression in the skills, knowledge and understanding they are expected to acquire.
(See paragraphs 8, 98, 99, 103.)

In Information Technology

- Extending teachers' subject knowledge and Levels of confidence.
- Establishing regular access to the computer suite and teaching information technology skills on a regular and systematic basis, using these skills across the curriculum.
(10, 35, 122, 123, 124, 126.)

Improve progress in all foundation subjects to match the progress of the core subjects by:

- Consolidating and strengthening the role of subject co-ordinators in the areas of planning and monitoring.
- Fully implementing the recently produced schemes of work to ensure continuity and progression for pupils.
(See paragraphs 12, 55, 113, 120, 132, 133, 139.)

In addition to the above key issues, the following less important weaknesses should be considered for inclusion in the action plan:

- Increase the opportunities available to pupils in both key stages to improve their abilities in learning independently by:
 - Developing pupils' research skills by increasing opportunities for them to use the library.
 - Widening the range of reference books available.
(See paragraphs 6, 35, 82.)
- Improve the provision for spirituality by increasing opportunities for pupils to pray, reflect or contemplate in their own way. (See paragraph 38)
- Review provision for special educational needs so that the needs of all pupils are fully met by ensuring that specific learning are clearly identified with adequate support provided to meet these needs. (See paragraphs 32, 56.)
- Continue to promote strategies for improving attendance. (See paragraph 48.)

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

63. Nearly 70 per cent of the pupils in the school have English as an additional language. A small proportion of them are targeted for intensive specialist support, although many more receive support from the EMTAG (Ethnic Minority and Traveller Achievement Grant) teacher as well as other staff in the school. The quality of provision for pupils learning EAL is good and is a strength of the school. This enables these pupils to make good progress.
64. The specialist teaching provided by the EMTAG teacher is consistently good. She is effectively deployed and support is appropriately targeted at pupils who are at the lower Level of proficiency in English. Teaching is well integrated into mainstream provision and the EMTAG teacher works collaboratively with class teachers to help pupils to gain access to the full curriculum. Opportunities for joint planning are good and in partnership teaching, the teacher takes on both a lead and support role. In her teaching, she is a good role model for class teachers in language teaching and in providing access to the curriculum. In small group work, there are good opportunities for pupils to get support from their peers who speak English as a mother tongue. In a Year 2 lesson, pupils were paired in such a way that learners of EAL could be helped by mother tongue speakers to talk about a series of pictures. In the same lesson, the teacher paired herself with a Spanish speaking pupil to help her through Spanish and English. This helped these pupils to make good progress. When pupils are sometimes withdrawn for targeted support, they miss

access to aspects of the curriculum but this happens very rarely. Where specialist teaching is not available, class teachers are supported by the EMTAG teacher through suitable advice and resources. All teachers and support staff ensure that pupils learning EAL receive regularly enhanced opportunities for speaking and listening.

65. The attitudes of pupils with EAL to school and learning are good. They are well integrated into the life of the school and respond well in lessons. Pupils behave well and their relationships with other pupils and adults are very good.
66. The provision for in-service training for the EMTAG teacher and mainstream staff, including learning support assistants, is good. There are clear arrangements for assessing the progress of learners of EAL. Their attainment is assessed regularly and records of their progress are kept. Assessment information is used well to establish targets for them. There is a good range of resources to support speakers of EAL. The school celebrates the linguistic and cultural diversity well through displays, resources, and captions in different languages. The EMTAG teacher has established good links with parents, particularly those of newly arrived pupils. The arrangements for the management of EAL are good, with the provision for it being seen as an integral part of the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	28	40	22	6	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		173
Number of full-time pupils eligible for free school meals		68

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		48

English as an additional language	No of pupils
Number of pupils with English as an additional language	120

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	8.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	16	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	8	6	11
	Girls	12	13	14
	Total	20	19	25
Percentage of pupils at NC Level 2 or above	School	69 (64)	66 (71)	86 (82)
	National	83 (82)	84 (83)	88 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	7	11	8
	Girls	13	14	12
	Total	20	25	20
Percentage of pupils at NC Level 2 or above	School	69 (68)	86 (79)	69 (71)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	12	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	40	40	44
	Girls	28	24	28
	Total	68	64	72
Percentage of pupils at NC Level 4 or above	School	68 (40)	64 (30)	72 (47)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	5	7	3
	Girls	5	3	3
	Total	10	10	6
Percentage of pupils at NC Level 4 or above	School	40(40)	40(33)	25(47)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	15
Black – African heritage	4
Black – other	11
Indian	13
Pakistani	80
Bangladeshi	6
Chinese	0
White	22
Any other minority ethnic group	16

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	
Average class size	24.7

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	435126
Total expenditure	468093
Expenditure per pupil	2517
Balance brought forward from previous year	26752
Balance carried forward to next year	-6215

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	115
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	27	8	0	0
My child is making good progress in school.	42	46	4	0	8
Behaviour in the school is good.	42	46	0	0	12
My child gets the right amount of work to do at home.	50	27	19	4	0
The teaching is good.	46	42	8	0	4
I am kept well informed about how my child is getting on.	42	35	15	4	4
I would feel comfortable about approaching the school with questions or a problem.	58	35	4	0	4
The school expects my child to work hard and achieve his or her best.	35	50	4	0	12
The school works closely with parents.	31	58	4	4	4
The school is well led and managed.	31	50	4	0	15
The school is helping my child become mature and responsible.	42	35	4	4	15
The school provides an interesting range of activities outside lessons.	31	46	12	0	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

67. Children in the foundation stage are taught in the reception class. At the time of the inspection there were six children on roll. Most children enter the school with Levels of attainment which are well below those expected for their age. Many speak English as an additional language. They make good progress in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and physical and creative development. Despite this good progress, few achieve the nationally agreed standards by the time they start the National Curriculum in the important areas of personal, social and emotional development, literacy, numeracy and knowledge and understanding of the world. Overall, children's attainment is below expectations for their age at the end of the foundation stage but their attainment in creative and physical development is broadly in line with expectations.

Personal, social and emotional development

68. The personal, social and emotional development of children in the current reception class is satisfactory because of the high Level of adult support. Observation of pupils now in Year 1 indicates that, because of the wide range of home circumstances, including that of refugee children, personal, social and emotional development overall is below average by the time most children leave the reception class. Children enjoy coming to school and show enthusiasm for the wide range of activities. Good teaching and staff expertise is evident in the management of these children and there is a consistently purposeful atmosphere in the classroom. Most children seek help confidently from the staff and all are encouraged to settle well to school life through language support and regular routines. Children learn to take turns and listen to the staff and they use and further develop these skills in activities such as the carefully structured literacy and numeracy sessions in the reception class. The supportive and positive atmosphere promotes good behaviour and a clear understanding of what is right and what is wrong. Children learn to respond positively to gentle reprimands when behaviour is unacceptable.

Communication, language and literacy

69. By the time they are old enough to join Year 1, most children's speaking and listening skills are below the expected Level. Most children do not have the fluent speech and range of vocabulary necessary to begin the English curriculum in Key Stage 1 with confidence. In the reception class, they gradually gain skills which enable them to express themselves orally and to interact with one another and with adults more effectively. The provision of good quality books motivates the children to read. They enjoy story times and recognise the principal characters in stories. They handle books carefully in the book corner, turn the pages and know that print has meaning but few read familiar simple words confidently. Children have many opportunities to make marks and practise writing skills. A few higher attaining children write their names independently and copy simple sentences legibly from the teacher's writing. Good teaching effectively supports all children, including those with special educational needs and those for whom English is a additional language and all make good progress. Links with home are very good and parents are encouraged to be involved in the school's literacy programme through helpful information and a simple and very well organised homework system.

Mathematical development

70. Children's mathematical development is below expectations by the time they leave the reception class. They develop their mathematical skills well through a carefully structured programme which includes the rigorous development of mathematical language. Mental arithmetic sessions are organised very well by the teacher so that learning is fun and children want to contribute. Children's mathematical vocabulary is consolidated effectively as they play with table-top games and solve practical problems. Secure staff competency and very good teaching of mathematical concepts ensure progression in the children's learning. Opportunities are constantly taken to

develop mathematical ideas during indoor and outdoor play and the interesting supply of learning resources is used effectively. Number rhymes and singing games help children to gain counting and ordering skills. By the time they move to Year 1, most children count to ten by rote but few count objects reliably. Few children show awareness of number operations such as addition and subtraction.

Knowledge and understanding of the world

71. Teaching of knowledge and understanding of the world is very good and the school locality is used very effectively to extend children's learning. Children develop their knowledge and understanding of the world well through a comprehensive, well-planned range of activities. The high quality of the teaching helps children to integrate effectively into the local community. Because of their low Levels of knowledge when they start school, children do not reach standards expected for their age by the time they leave the reception class. There are class visits to places such as the market, the police station, the florist and the shoe shop. Children talk about where they live, their families and events in their own lives. Knowledge and understanding of life and living things develops well when children visit a farm and have first-hand experience of what animals look like and how they feed. Children develop an interest in science and acquire valuable observational skills when they use magnifying glasses to look at natural objects. In the listening corner, children put on headphones, turn on tape recorders and listen to stories, rhymes and songs. They enjoy using the computers and recognise that machines respond to signals. As they use construction kits for model making, children improve their manipulative skills by constructing cars, lorries and houses.

Physical development

72. Children's physical development is broadly in line with expectations for their age by the time they leave the reception class. In the outside play area and during physical education lessons in the school hall, most children move around with an awareness of space and are controlled and purposeful. They enjoy lessons in the hall, where they listen well to the teacher and follow instructions effectively. Outside, they run, jump, climb and balance with confidence but there are no tricycles for children to develop control, steering and pedalling skills. In circle games they gain understanding of rules and sequences and they respond to music with appropriate actions. Good teaching and planning of activities provides an appropriate range of physical experiences. Most children develop appropriate manipulative control necessary for writing, drawing and painting and they fix components together effectively to make models from construction kits.

Creative development

73. The children use a good variety of materials including paint, crayons and malleable materials and felt tipped pens to make pictures. They achieve standards which are broadly in line with those expected for their age. Early experimentation with paint and brushes leads to bright self-portraits. Children explore colour, texture and shape in two and three dimensions and gradually learn to make decisions and choices when selecting materials and equipment. Their drawing skills develop very effectively as they use charcoal confidently to draw big pictures of vegetables and animals. They roll, squeeze and shape malleable materials to develop skills and techniques for model making. These creative activities provide opportunities for children to be successful and use their imagination without the necessity to use words. Teaching is good. In music, children acquire a good repertoire of known nursery rhymes and simple songs. They join well with older pupils to sing songs in assemblies and play an interesting variety of percussion instruments enthusiastically. Their singing is rhythmical and well pitched. In role-play areas such as the hospital corner, children interact with one another well during imaginative play.
74. The quality of teaching is at least good in all six areas of learning, with a strong awareness of the needs of young children. It is very good in communications, language and literacy and the teacher has secure subject knowledge and high expectations of the children. Every opportunity is exploited to enrich children's vocabulary and speaking skills. Planning is very good and it follows national guidance for children of this age. There are carefully planned activities for children for whom English is an additional language so that they become increasingly confident in their speaking and listening. The daily organisation is very good and the classroom assistant supports

children effectively in their acquisition of English and when supporting those children with special educational needs. The teacher extends the children's knowledge and understanding through very good questioning and the provision of relevant practical activities promotes the good development of skills and concepts. The management of the children is very good and there is a calm atmosphere as the children move from one activity to another with a sense of purpose.

75. The new curriculum for the foundation stage has been introduced well and staff are aware of the 'stepping stones' of learning so that children learn systematically. Assessment procedures are good. Very good daily records are kept and these are used effectively to plan appropriate work for children. This has a positive impact on the children's learning. Nationally required assessments are carried out appropriately and this provides information from which a teaching programme is prepared and future learning can be measured.
76. The satisfactory range of classroom learning resources is used effectively to support the teaching programme and the teacher makes attractive extra resources to add relevance to activities. The classroom is bright and airy, with attractive and informative displays and appropriate furniture.

ENGLISH

77. Inspection findings and analysis of pupils' work indicate that although pupils make clear and steady progress in Key Stage 1, standards in speaking, reading and writing are below national expectations by the end of the key stage. In Key Stage 2, good progress is achieved so that the majority of pupils are attaining standards which are close to national expectations by the age of eleven. The wide variation in the Level of English language development in every class of the school is accommodated well by efficient lesson planning and teaching which meets the needs of individual pupils. Pupils who speak little or no English when they arrive and who join the school at different stages, achieve well according to their age and length of time in the school. Standards in both key stages have improved significantly since the last full inspection and the good progress made is due to effective teaching during the Literacy Hour and the promotion of language skills across the curriculum.
78. The majority of pupils enter school with Levels of language development which are well below national averages. The year 2000 national tests for reading and writing at the age of seven were well below national averages and were also well below the results of schools in similar circumstances in reading and writing. However, good progress was evident in Key Stage 2 where the results at the age of eleven were below national averages but in line with schools in similar circumstances. The current Year 6 is now attaining Levels in reading and writing which are close to, or equal to national expectations. This represents very good progress since the 1999 national tests.
79. The majority of pupils who speak English as an additional language and who have been in school since Reception make good progress in speaking, reading and writing. However, some pupils have insufficient time in school to attain national expectations in reading and writing by the time they leave school. Pupils on the special educational needs register make satisfactory progress. They receive high Levels of support within the classroom which enables them to participate fully in all learning activities. Their learning difficulties are appropriately assessed in most cases and work is set at a suitable Level to meet their needs. Analysis of the 2000 national tests results indicates that boys are achieving better than girls in this particular year group which runs counter to national trends.
80. Listening skills are very good across the school and are closely linked to the positive attitudes which the vast majority of pupils demonstrate during their lessons. Younger pupils concentrate well when the teacher is talking and are keen to answer questions and show what they know. Most follow instructions independently. In Key Stage 1, the pupils are taught the importance of having respect for the views of others and the majority listen carefully to the contributions of their classmates. Some pupils find it difficult to wait their turn to speak and on occasions, pupils became restless and impatient, especially if the introductions to lessons are overlong. In Key Stage 2, pupils have a good understanding of the format of the Literacy Hour and they listen very attentively to the teachers' introductions and explanations. Their contributions to oral and written

work indicate a high Level of concentration when listening. The majority show courtesy and respect for the views and opinions of others. Pupils also listen well in large groups such as assembly. The minority of pupils who find it difficult to sustain concentration are managed well by teachers and learning support assistants who successfully encourage them back to the task. Pupils' positive attitudes and good listening skills promote their learning well across the curriculum.

81. Speaking skills develop well across the school. They are satisfactory by the end of Key Stage 1 and good by the end of Key Stage 2. The majority of younger pupils speak confidently within their classroom situations. They respond enthusiastically to teachers' questions and most explain satisfactorily what they are doing. Many pupils who enter the key stage at an early stage of English language acquisition make good progress in understanding and speaking but have limited vocabularies which impede their progress. A minority of pupils express themselves well and provide a good role model for others. They speak clearly using an appropriate range of vocabulary and correct grammatical constructions. In Key Stage 2, pupils respond promptly to teachers' questions, demonstrating sound understanding. They are enthusiastic and the majority need little prompting to share their ideas. Less confident pupils receive good support and encouragement to contribute and most pupils express themselves clearly by the age of 11. All pupils have regular opportunities to share their learning with the class at the end of the Literacy Hour and through this, pupils have learned to value the importance of oral contributions. They do not always consider their audience sufficiently well and a number of pupils speak too quietly for others to hear. In more formal presentations such as acting out a scene in a play which they have written, pupils face away from the audience and do not articulate clearly enough. Older pupils lack experience in speaking to a larger audience and in developing a persuasive argument in a formal manner. Pupils who have special educational needs participate fully in oral activities. Paired and small group work enable lower attaining pupils to benefit from working with higher attaining partners. Pupils who speak English as an additional language receive good support and make satisfactory progress and in some cases, good contributions to class discussions. At the end of each key stage, pupils who speak English as an additional language are among the most articulate pupils who provide good role models to others.
82. The enthusiastic attitudes to reading which the school promotes through the home-school reading diaries are having a positive impact on standards which show steady improvement across the school. In Key Stage 1, the majority of pupils know the names and sounds of the letters of the alphabet and are developing an appropriate range of skills which enable them to read familiar words confidently. They try hard to sound out new words but many are uncertain of vowel and consonant blends, especially in the middle of words. A significant minority of pupils who are at early stage of English language acquisition, have difficulty understanding less familiar words which impedes understanding. Results in the year 2000 end of key stage tests were well below average. Less than half the pupils reached expected standards by the end of the key stage and the number who attained higher than average standards was low. The findings of the current inspection indicate that improvement has been made but that the standards of the majority are still below the national average. The carefully graded reading scheme books provide the main source of materials for pupils in Key Stage 1. The majority of pupils take books home and read to family members regularly. More able readers discuss their favourite books with enthusiasm. In Key Stage 2, the steady progress and positive attitudes are maintained so that the standards of the majority are in line with national expectations by the end of the key stage. This represents very good progress over time. The better readers are fluent and use good expression. They understand the content of their reading and talk knowledgeably about their favourite authors and books. Most pupils understand the concept of scanning for information and identify the main points of a text. They discuss the techniques and vocabulary used by authors to create effect, for example in one lesson seen, Year 6 pupils could identify the different ways in which Shakespeare built tension into a scene in Macbeth. Opportunities for developing reference skills are limited by the lack of organised library facilities. At the top of the key stage, those who read well are insufficiently challenged by their chosen reading materials.
83. From the lessons seen and inspection of pupils' books, standards in writing are below national expectations at the end of Key Stage 1. This has been identified by the school as an important area for development. The regular teaching of guided group writing is having a positive effect on pupils' awareness of simple sentence construction so that most pupils know when capital letters

and full stops should be used and can now recognise mistakes. When working independently, however, the majority need prompting to consistently form correct sentences. Letter formation and spacing presents a problem for some pupils but overall, handwriting is satisfactory. Few pupils manage to achieve joined up writing by the end of the key stage. Spelling is below national expectations in the majority of cases but the school is tackling this through the recent introduction of a joint handwriting and spelling scheme and most pupils are making steady progress. A minority of higher attaining pupils who are reaching national expectations, produce extended story writing with clearly sequenced sentences and varied vocabulary. They have good comprehension and respond to written questions independently. There is, however, a significant minority of pupils in Year 2 who are approaching national expectations but who lack confidence and are over-dependent on the teacher for guidance. The majority of pupils enter Key Stage 2 with lower than average standards in writing but they make very good progress so that by the age of 11, the majority are attaining standards which are close to, or in line with, national expectations. They express themselves clearly, writing correctly constructed sentences within sequential structure. They write lively dialogue using speech marks and exclamation marks to add emphasis. Standards in spelling and handwriting are satisfactory in the majority of cases and work is carefully presented. Pupils write for a wide range of different purposes, varying the style appropriately. They show good awareness of different audiences in their choice of vocabulary as, for example when Year 5 pupils wrote a scene for their class play and when Year 6 pupils translated `Shakespearian speech into modern day language. The limited opportunities to carry out research mean that pupils are sometimes insufficiently challenged and over-dependent on the class teacher.

84. Pupils on the special educational needs register make the slowest progress in writing. They need high Levels of support to record their learning and many have significant difficulties with letter formation and spelling. Pupils who speak English as an additional language are represented at all ability Levels and most make very good progress. The majority attain standards which are close to, or equal to, national expectations by the age of 11. Overall, pupils work hard and achieve well.
85. The teaching of English is generally good at both key stages. The National Literacy Strategy is firmly embedded in the planning and teaching strategies employed and this is having a positive effect on standards. Teachers know their pupils well and relationships are very good. This produces a high Level of confidence in the pupils and a good working environment. Teachers use a wide range of questioning techniques to motivate and encourage pupils to participate in all aspects of learning. Individual tasks are set at suitable Levels of difficulty to challenge the pupils whilst ensuring good Levels of success. Teachers and learning support assistants work very well together to provide focused help and encouragement for all pupils. Additional language enrichment teaching for targeted pupils helps to increase confidence and widen the active vocabulary of both mother tongue speakers and pupils who speak English as an additional language. In some good lessons, the overall effectiveness of the teaching was reduced by overlong introductions which slowed the pace of learning and resulted in some pupils losing interest.
86. In Key Stage 2, the teaching is, at least, good in all classes and examples were seen of very good and excellent teaching. The good teaching was characterised by sound subject knowledge, clearly explained objectives and a brisk pace and sense of purpose which resulted in effective pupil participation and learning. Lessons where very good or excellent teaching was observed, were characterised by the high expectations, very good subject knowledge and the enthusiasm of the teacher which was communicated to the pupils who responded with interest and energetic application to the task in hand. The marking of pupils' work is carried out conscientiously across the school and provides constructive help to enable pupils to improve.
87. Resources are adequate for teaching and learning with the exception of the library which is a weakness in provision. Pupils are not formally taught information retrieval skills and opportunities for independent study or browsing for pleasure are very limited. This has a negative effect on standards, especially of the more able pupils. The facilities of the local library are underused. Class visits to the theatre and school based workshops by visiting theatre-in-education groups provide good stimulation and support for the curriculum.
88. The subject is strongly led by the recently appointed co-ordinator who has good subject knowledge and commitment. He has worked hard in a relatively short period of time to produce a

draft scheme of work which meets the specific needs of the school and which provides clear guidance and support for colleagues. The co-ordinator works closely with the specialist teacher for English as an additional language and together they provide very good direction for the learning support assistants who have all attended in-service training. A system for monitoring lesson planning and teaching has been established this year which is ensuring a common approach and is having a positive effect on teaching and pupils' attainments. Assessment procedures are relatively new and yet to have a significant effect. Pupils' reading is tested at regular intervals and examples of pupils' work are assessed and annotated each term to provide a record of progress but the school has not yet fully developed the system for tracking the progress of individual pupils and setting appropriate targets for improvement. The targets which have been set for the end of Key Stage 1 are high and achieving them will be a challenging task. The Key Stage 2 targets are realistic and achievable. The co-ordinator is currently working with the Local Education Authority on procedures for monitoring the progress of pupils in comparison with other schools and establishing benchmarks for continued improvement. He works closely with the head and deputy headteachers who are the joint special educational needs co-ordinators and with the colleague who has responsibility for pupils who speak English as an additional language. Together, they make up a highly motivated team committed to improving standards of teaching and learning.

MATHEMATICS

89. In the 2000 national test results, standards reached by seven and eleven year olds were well below the national average for all schools. When compared with similar schools, standards achieved by seven year olds were well below average and those achieved by eleven year olds were below average. Although these standards are quite low, the trend over time shows a steady improvement in standards in both Key Stages 1 and 2 since 1997, though the improvement in Key Stage 2 is better than it is in Key Stage 1. However, standards in the school have not improved enough to catch up with the national results although work seen during the inspection indicate that they are likely to do so by 2001.
90. The inspection evidence indicates that pupils in Year 6 pupils achieve standards which are close to the national average. However, they are below the national average in Year 2. This is a good improvement on the previous inspection, when standards at the end of both Key Stages 1 and 2 were unsatisfactory. The main reason for the improvement in standards is the better quality of teaching than at the time of the previous inspection when teaching ranged from good to unsatisfactory in Key Stage 1, and was unsatisfactory in Key Stage 2 compared with teaching seen in this inspection which was good at Key Stage 1 and very good at Key Stage 2. There is no significant difference in the attainment of girls and boys. Pupils with special educational needs make satisfactory progress but the progress made by those learning English as an additional language is good.
91. In Year 2, most pupils can read, write and count numbers to 100. They use signs such as +, - and = to record addition and subtraction in a number sentence. The higher attainers show a growing understanding of place value as they partition two-digit numbers into units and tens. Their mental mathematics is developing satisfactorily, with most of them being able to count on and back in 2s and 10s starting from different numbers. Most pupils know the names and properties of common two-dimensional shapes. The higher attainers have some knowledge of three-dimensional shapes, although they are less secure in describing their properties. There is evidence of pupils gathering information on their favourite foods and communicating their findings in block graphs in science. Pupils are beginning to make appropriate use of mathematical language when discussing their work. However, the attainment of a significant minority of pupils in all aspects of mathematics is unsatisfactory.
92. In Year 6, most pupils' numeracy skills together with mental calculation and rapid recall are satisfactory. They have a sound understanding of place value which they use to multiply, divide, add and subtract numbers. They add and subtract numbers with three or more digits which sometimes involve decimals. Pupils use a range of strategies for addition and subtraction, for example, by rounding up and down numbers, using the most significant digit first or partitioning numbers into units, tens, hundreds and thousands. Most pupils, but particularly the higher attainers, use and apply mathematics to solve 'real life' problems and they are generally able to

explain with confidence the methods they use to solve them. For example, when they solve problems involving money, they identify and use appropriate operations which involve two or more steps, and explain how they used those operations. The numeracy skills of the average and lower attainers are less secure and they are less skilled in explaining their thinking and applying their knowledge and skills to the solution of problems. Pupils' knowledge and understanding of 'shape, space and measures' are sound. Most pupils draw different types of triangles, for example equilateral, isosceles and right angled triangles and describe their properties. They sketch the position of a simple shape after a rotation and read the co-ordinates of its vertices. They calculate the perimeter of a square and use it to work out the length of its sides. Pupils' understanding of 'handling data' is satisfactory, with most of them being able to collect separate information and use a frequency table to record it.

93. Pupils have very positive attitudes to mathematics and they respond to lessons well. They listen generally with attention and sustain tasks for long periods of time. Pupils work sensibly as a whole class and individually. However, when they are given tasks to carry out independently, their pace of work sometimes slows down because the work given to them is not carefully matched to their prior learning. Pupils' behaviour is generally good or very good. They are courteous and have good relationships with each other and adults.
94. The quality of teaching and learning is overall good, with a very significant proportion of it of being very good. This is a very good improvement on the previous inspection when the quality of teaching was generally sound within the restricted range of activities offered but in relation to the whole mathematics curriculum it was unsatisfactory. Very good lessons were only seen in Key Stage 2 and in these lessons, teaching is stimulating, challenging and very well structured and it ensures the involvement of all pupils in the lesson. Teachers' instructions and explanations are particularly clear and they use the whole class introductory session effectively to check what pupils know and understand through very good questions to move them on and to prepare them sufficiently for independent work. These impact very positively on the pace of work. For example, in Year 3, the teacher first assessed pupils' understanding of unit fractions by asking them to identify shaded parts of shapes such as $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ and then gradually helped them to recognise other fractions such as $\frac{2}{3}$, $\frac{3}{5}$ and $\frac{3}{10}$. The higher attainers were challenged to give simple equivalent fractions, for example, one half and two quarters. In another very good lesson which took place in Year 5, the teacher was very well prepared and organised and she ensured that all pupils, including the quieter ones, were involved in the lesson. This helped them to use a frequency table to construct a bar chart. It also helped them to use their understanding of appropriate key words such as axis, horizontal and vertical to describe correctly how the graph could be constructed. In a further very good lesson, the Year 6 teacher elicited from pupils through good quality questions, a range of strategies which they could use to solve 'real life' problems involving 'shopping'. The pupils explained those strategies clearly and applied them successfully as they solved problems which involved using two or more steps. There are no major weaknesses in teaching. However, very occasionally there is lack of sufficient challenge for the higher attainers, slowing down of pace where the lesson is too long, or sometimes insufficient teaching during the introductory part of the lesson to prepare pupils to carry out tasks independently later in the lesson. These weaknesses mainly occurred in Key Stage 1.
95. The school has implemented the National Numeracy Strategy successfully, which teachers apply confidently. The three-part lesson structure is firmly established and planning is very good. Teachers' explanations and instructions are generally very clear and they make very good use of questions to engage pupils in learning. Teachers have a good knowledge of the subject and they manage pupils very well. Pupils' work is marked regularly and the provision for homework to consolidate pupils' understanding of mathematics is good.
96. The curriculum is broad, balanced and relevant. The Framework for Teaching Mathematics and the schemes of work support teachers in carrying out planning which is very good and provides a clear structure for continuity and progression. The procedures for assessing pupils' attainment and progress are good. Assessment is used well to set individual targets for pupils which are shared with parents. The range and quality of resources are adequate across both key stages and they are used well. The newly appointed curriculum co-ordinator has a good understanding of her role in relation to the development and monitoring of mathematics. She has already monitored teaching and has prepared an action plan to improve the quality of provision in mathematics

further. To raise the profile of mathematics, the co-ordinator is holding a mathematics week as part of Mathematics Year 2000 at Edinburgh Primary School which aims to involve parents, governors and pupils in the teaching and learning of mathematics. Other subjects, particularly science, history and geography make a positive contribution to mathematics in the provision of data for mathematical calculations.

SCIENCE

97. Results of the 2000 national tests for eleven year olds were well below the national average, with fewer pupils achieving the higher Levels than normally expected. The performance of pupils was well below the national Level in comparison with pupils from similar schools. Results of the teacher assessments for seven year olds in 2000 showed that Levels of attainment were well below the national average at both the expected and higher Levels and pupils' attainment was well below average in comparison with similar schools.
98. Pupils' current performance in science is below the national average by the time they are seven years old and in line with the national average by the time they are eleven. Progress is better in the juniors than in the infants, where analysis of work shows that learning has not been regular and systematic. Teaching has not always built sufficiently well on the skills achieved in the reception class. Weaknesses in attainment in Key Stage 1 also reflect many pupils' lack of skills in language and literacy. These improve in Key Stage 2 as pupils become more competent in the use of English. At both key stages, the quality and range of investigative work have improved in the last year so that pupils now learn from first-hand experience and gain greater understanding of life processes and living things, materials and their properties and physical processes. As a result, current standards are higher than those recorded in the national tests in summer 2000. Pupils with special educational needs make sound progress and those who speak English as an additional language make good progress.
99. By the age of seven, pupils can name the external parts of the human body correctly. They know that animals need food and water in order to survive and know that different living things are found in different places. They know that humans and other animals are able to produce offspring, these in turn growing into adults. Pupils in Year 2, including those who speak English as an additional language, developed and used their speaking and listening skills well as they discussed how babies feed and move. Pupils recognise the importance of exercise to keep healthy and the majority of pupils draw and name the characteristics of a healthy diet. There are good links with mathematics when pupils create simple graphs to record their investigations into favourite foods. Pupils classify materials in terms of texture, rigidity and colour and know that some materials can be stretched. There is heavy reliance on the use of printed worksheets to record pupils' findings. Although this support helps pupils, especially those with special educational needs and those who speak English as an additional language to explain their understanding clearly, opportunities are missed for higher attaining pupils to organise their own findings.
100. By the time they are eleven, pupils classify substances as solids, liquids and gases. They can explain some reversible and irreversible changes and demonstrate how to separate an appropriate range of mixtures, such as salt and water. Pupils explain the path of the earth around the sun and know how shadows are formed. Some practical work has involved observations and consideration of fair tests and pupils understand 'fair testing'. Pupils pose increasingly challenging questions related to their work and use their knowledge and understanding of science to explain and interpret a range of everyday phenomena. In Year 5, for example, pupils set up an investigation to test which materials were the best insulators. Regular investigative work helps pupils to develop increasing confidence in predicting outcomes. Pupils record their observations and measurements with understanding, if sometimes untidily, using a selection of tables and charts and they interpret patterns and trends from graphs they have drawn. They are confident scientists who work together well in pairs and groups to solve problems and explore the world around them in a systematic way. When pupils in Year 6 tested air resistance, they worked systematically as they timed the flight of their paper helicopters, recorded the times and then looked for patterns in the results. They expressed their ideas confidently, in an atmosphere of open enquiry and interest without fear of criticism.

101. During the inspection, the quality of teaching and learning was very good. Lesson planning was very good and this led to the very effective use of time and resources. Teachers have good Levels of subject knowledge which enable them to develop pupils' skills, knowledge and understanding systematically. Preparation of lessons is meticulous and this has a positive effect on pupils' learning; they want to get on and find things out. The analysis of pupils' work shows that teaching is consistently challenging in Key Stage 2 whilst in Key Stage 1, it sometimes lacks challenge, pace and interest. In Year 2, pupils made very good gains in learning when the subject co-ordinator worked with the class teacher in a lesson about growth. Pupils questioned two parents who brought their very young children into school. The questions and answers helped pupils to gain increasing understanding of how children grow and gain skills in the early years of life. This links well with work in history when pupils learn about change over time and with work in religious education when they consider the loving care within families.
102. Teachers' expectations of work and behaviour are high and there is a brisk pace to lessons. Objectives are made very clear so that pupils know what they are supposed to do and learn. All pupils, including those with special educational needs and those who speak English as an additional language, are challenged and very well supported with appropriate learning materials and sensitive adult help so that they make at least sound progress. Class management is very good and there is skilful use of praise, questioning and encouragement. As a result, pupils love the subject and sustain their concentration in individual and group work. They remain on task, work with interest, treat resources respectfully and enjoy talking to adults about what they are doing. Relationships in lessons are excellent and pupils work together happily and productively, regardless of gender or ethnicity.
103. The science co-ordinator leads the subject very well. He shares his enthusiasm with colleagues and all are keen to raise standards. The policy and systematic scheme of work are detailed and cover national requirements. The school's emphasis on practical work is well documented but is not always at the centre of pupils' learning although the development plan for the subject is very good. Resources are adequate and they are well organised and stored. The school uses visitors and educational visits very well to enhance pupils' scientific understanding. Pupils in Year 6 have experience of fieldwork during their residential visit and all pupils benefit from trips to local urban and rural sites. Drama groups bring added interest to the subject when they come to the school to perform sketches about science.

ART

104. Too few art lessons were observed to give an overall judgement on teaching. Judgements are made from scrutiny of pupils' work, examination of teachers' planning and discussions with pupils and teachers. Pupils' attainment in art is average for seven year olds and above average for eleven year olds. Since the last inspection, standards have been maintained in the infants and have improved in the juniors, where they were unsatisfactory. Teachers have raised their expectations of what pupils can do and have worked hard to plan and prepare challenging work which enables pupils to acquire a good range of artistic skills. The co-ordinator has led these improvements very well.
105. In Key Stage 1, pupils acquire good Levels of skill in drawing, painting and picture composition. They become increasingly observant and gain confidence in using a variety of materials to communicate ideas and effects. Work is often linked to study in other subjects. Colourful pictures and paper sculptures of nursery rhyme characters link with pupils' learning in literacy. From an early age, pupils explore a range of materials and textures and reflect on the work of well-known artists. In Year 1, pupils study the work of Matisse and create their own pictures by organising curved shapes imaginatively to make trees and flowers. In Year 2, pupils produce good sketches and lively drawings to illustrate their work in science, history, geography and religious education, for example, to support their reports of a visit to the Natural History Museum.
106. In Key Stage 2, pupils experience a broad range of skills to create work of good quality in two and three dimensions. They explore their feelings and emotions and create colourful paintings of

anger and rage. In Year 3, pupils study the work of Van Gogh and use interesting brushwork to paint bright vases of flowers; they fill the paper with colour and interest. Pupils in Year 4 and 5 draw bold pictures of fruit as part of the school's harvest celebrations. Detailed drawings of melons and grapes show bright orange flesh, juicy seeds and the bloom of the skin. In Year 6, pupils use oil pastels to depict different kinds of bread. The drawings are shaded so that the different textures are depicted accurately. As part of their study of the environment, pupils in Year 4 made beautifully crafted and decorated clay tiles which show features of everyday life such as people in cars and bats and balls for sport.

107. Pupils are enthusiastic about their art lessons. Many say that it is their favourite subject. They acquire confidence and a love of art because of the school's interesting provision and wide range of experiences. Pupils with special educational needs and those who speak English as an additional language benefit from expressing their ideas in a subject where words are not needed.
108. Although few art lessons were seen, evidence from scrutiny of pupils' work demonstrates that teaching provides pupils with a wide range of experiences. Teachers' planning shows that skills are developed in a systematic way and provision includes the study of famous artists and their important works. Resources are varied and easily accessible and classes are organised to ensure that all pupils have equal access to every activity. Very good links with other subjects bring relevance to the teaching and learning. Art from a range of cultures is promoted well and teachers organise the creation of masks and costumes to celebrate festivals and raise the self-esteem of pupils from a wide ethnic mix. Assessments are made informally within lessons and appropriate records and portfolios of pupils' work are kept to show progress and attainment over time. Literacy and numeracy are promoted through discussion, reference to books about art and the use of shapes in creating designs. Exciting 'exploding shapes' in black and orange are used to decorate and brighten a staircase.
109. Resources are adequate, with examples of prints by well known artists to stimulate interest and raise pupils' awareness. Visits to galleries and museums enrich pupils' artistic knowledge and understanding and visiting artists extend the range of pupils' experiences. Since the last inspection, there has been good improvement in the provision for art. The quality of teaching has improved and pupils' skills are developed in a more systematic way. This is because of very good subject leadership. The co-ordinator's very good knowledge of the subject enables her to provide specialist guidance for her colleagues. Portfolios of pupils' work are carefully kept to show progress and identify their Levels of attainment.

DESIGN AND TECHNOLOGY

110. By the end of Key Stage 1, pupils achieve standards that are in line with those expected for their age. By the end of Key Stage 2, standards are below those expected from eleven year olds. At the last inspection, standards were below average at both key stages.
111. At Key Stage 1, pupils make models with re-cycled materials such as toy cars and items with moving flaps. They have also drawn and labelled vehicles they have made. At Key Stage 2, pupils have opportunities to investigate design applications, for example as they make musical instruments or develop three-dimensional load-bearing structures. However, pupils are not introduced systematically to working with a range of components, how technological mechanisms can be adapted and used and how they can increasingly convey their ideas through drawings and models. Other shortcomings include insufficient development of precise measuring and cutting skills and limited use of information and communication technology and food technology.
112. No lessons were seen at Key Stage 1. At Key Stage 2, teaching is either good or very good in equal proportion. Good elements include clear introductions, good use of specialist vocabulary and the positive working relationship established with pupils in the class. However, teaching is unlikely to raise pupils' standards of work until a wider range of resources is available to facilitate access to all aspects of the subject.
113. There has been a policy and a scheme of work recently introduced and these are beginning to influence the quality of provision; this is an improvement since the last inspection. There are

currently no whole school procedures for assessing pupil's' attainment or recording the progress they make. Resources are poor.

GEOGRAPHY AND HISTORY

114. Owing to the school's cycle of topics, it was possible to see only three lessons in history and two in geography, although one of the geography lessons was only a part lesson. Analysis of pupils' previous work, school documentation and discussions with the co-ordinators for history and geography and a sample of Year 6 pupils provided further evidence. This evidence is insufficient to make a judgement on standards in both history and geography at the end of Key Stage 1. However, there is enough evidence to make a judgement on standards at the end of Key Stage 2. It shows that standards are below those expected of pupils of this age nationally and pupils make unsatisfactory progress. The reason for this is that history and geography have had a low profile in the past, with the school's main priorities being the teaching of literacy and numeracy. However, a programme of teaching history and geography is in place now with pupils having access to their study across the school. The school is, therefore, well set to improve standards in both subjects. This is borne out by pupils' attainment in aspects of these subjects being currently studied.
115. In history, Year 6 pupils have satisfactory knowledge and understanding of their current topic on Anne Frank and the Victorians, which was studied last year. They have a sound knowledge of historical terms related to the passing of time such as BC, AD, century and millennium and some knowledge of dates. Pupils know about the range of sources such as the library, encyclopaedias and museums which can be used to study the past. Although pupils identify similarities and differences between the Victorian period and now, they show less confidence in doing so between two different periods in the past. This is because they have had limited access to the learning of history. Pupils are also less secure in giving reasons for and the effects of, the main events studied.
116. In geography, Year 6 pupils have some knowledge of the physical and human features of the locality of the school. They also are beginning to develop their understanding of technical vocabulary related to rivers. However, since they have not studied a contrasting locality to sufficient depth, they lack confidence in talking about similarities and differences in the physical and human features between different localities.
117. Pupils have good attitudes to the learning of history and geography. They listen well in lessons and are able to sustain tasks. Pupils are very well behaved and their relationships with each other and adults are very good.
118. With only three lessons seen in history and only one full lesson in geography, there is insufficient evidence to make a firm judgement on the quality of teaching and learning across the school in both subjects. However, in the three lessons seen in history, the quality of teaching and learning in lessons in Years 1 and 3 was satisfactory; in Year 5 it was very good. In Year 1, the teacher helped the pupils to compare toys of today with those from the past. All pupils, including those with special educational needs and English as an additional language, were supported well by the learning support assistants. As a result, all pupils joined well in the lesson and produced good quality drawings of toys. In Year 3, the teacher drew a sound balance between giving information and eliciting it from pupils through probing questions. This helped the pupils to understand why the Vikings raided Britain and why they went to different places. However, there were weaknesses in the quality of the resources. For example, the map used to discuss the various places the Vikings went to was too small to see from the back of the class. This impacted adversely on the participation of all pupils in that part of the lesson. In Year 5, where teaching was very good, the teacher and the learning support assistant provided very good role models for pupils to take part in the debate on: 'Were the young people of the 60s lazy and wild or did they make the world a better place?' This produced an excellent response from the pupils and they showed a good grasp of the difference between fact and fiction and took part in the debate enthusiastically. This very good achievement in the lesson was due to very good preparation before the lesson, excellent use of resources and ensuring that everybody followed the rules of the debate.
119. The quality of teaching in the one lesson seen in geography was good. It included a number of

good features such as subject knowledge of the teacher, her questioning technique and the relationships between pupils and teacher. These were used well to help Year 2 pupils to understand the differences between the Isle of Struay and Walthamstow. In the part lesson seen in Year 4, the pupils were developing good mapping skills following a survey of the shops and the market in the High Street. The teacher made good use of questions to help pupils to explain why keys and symbols were used in maps.

120. Currently the history and geography curriculum is broad and balanced. The arrangements for assessment are underdeveloped but the school is aware of this weakness and has plans to address it. The newly appointed curriculum co-ordinators for both subjects have a good understanding of their roles in relation to the development and monitoring of geography and history. They have identified areas of development in their subjects and have prepared appropriate action plans to address them. The provision for resources in both history and geography is satisfactory. There are good opportunities for pupils to visit museums, and the local environment as well as Suntrap, the Local Education Authority's Outdoor Education Centre, to enhance the history and geography curriculum.

INFORMATION TECHNOLOGY

121. At the end of both key stages, pupils' standards of attainment are unsatisfactory when compared to what is expected nationally. This was the situation at the time of the last inspection and there has been insufficient progress in the raising of standards since that time. However, as a result of a government grant and a further financial input from the school, resources are much improved; there is now a computer in each classroom and a new suite of 15 computers which has just been assembled for use.
122. By the end of Key Stage 1, pupils use a keyboard and mouse. They use the enter key, highlight and enlarge. The achievement of these skills was demonstrated by work developing self-portraits using a "Dazzle" program and by word processing an appropriate script to accompany the portrait. However, pupils have had access to just one computer and this gives them insufficient time for a 'hands on' consolidation of skills.
123. By the end of Key Stage 2, some pupils use CD Roms to explore maps and use Logo to make geometric shapes. However, some pupils in Year 5, when introduced to the computer suite, found it difficult to identify the basic elements of the key board such as the 'enter' key thus demonstrating that their knowledge and understanding was insufficient to meet expected standards. Some pupils in Year 3 experience how to change the font and use icons to change size and colour when using the program 'Creative Writer'. In Year 4, pupils use poems such as "The Marrog" to practise their skills in altering text and graphics. The school has not yet linked up with the Internet as the subject leader does not believe pupils' skills are, as yet, sufficiently developed.
124. Pupils are very keen to use the computers and were very excited when given the opportunity for an initial visit to the computer suite. They listened intently to instructions and those with higher Levels of skill were pleased to help other less skilled classmates.
125. Only one class lesson was seen during the inspection; this was in a Year 4 class. The teaching was satisfactory. The teacher had good subject knowledge and offered clear instructions but several days would pass before each pupil would have the opportunity to try out the newly learned skills of altering the size of the brush tool and developing images using repeated patterns. As this was the only lesson seen, it is not possible to offer a judgement on the quality of teaching.
126. Learning is supported by a good scheme of work which has been recently introduced. This ensures progression in skills development but pupils have not yet been individually assessed to establish their present Levels of attainment and what they need to learn next. Resources are now of a good standard, both in hardware and software.

MUSIC

127. Standards are just satisfactory at Key Stage 1. In Key Stage 2, standards are unsatisfactory. At the time of the previous inspection, no judgement was made on standards because of insufficient evidence. The same arrangements for delivering the music curriculum are in place as during the last inspection, that is, a specialist music teacher is bought in from the Local Education Authority. This arrangement is unsatisfactory in its present format.
128. In Key Stage 1, pupils sing in unison during assembly with enthusiasm. They are able to maintain a brisk rhythm satisfactorily and to vary the dynamics. They find it more difficult to control pitch and rhythm when the tempo is slow. Their performance improves with rehearsal and they attain a satisfactory standard. In lessons, pupils display less positive attitudes to learning and progress is slow. Year 1 pupils clap a simple pattern in response to visual cues and create a range of sounds on untuned instruments to describe a room in a house. By the end of the key stage, most pupils recognise and reproduce patterns of sounds using body parts and a range of instruments although some find this difficult without adult support. Opportunities to perform to the class are provided but pupils are not encouraged to appraise what they hear. Pupils sing a range of songs with satisfactory tone control.
129. In Key Stage 2, expectations in lessons are low and pupils do not achieve to their potential. They sing in unison and two parts from memory, demonstrating satisfactory pitch, phrasing and dynamics but become confused by more demanding harmonies. Pupils work well in small groups using tuned and untuned instruments, some of which they have made themselves in design and technology, to compose varied sequences of sounds describing contrasting places and moods. They listen attentively to the performance of each sequence but are not provided with the opportunity to appraise each other's work. In Year 6, the work planned lacks challenge and rigour. Pairs of pupils produce simple rhythmic patterns whilst the rest of the class waits patiently for a turn to use the instruments. They are keen to make music and eventually become restless. When provided with an opportunity to show what they can do, pupils confidently identify tempo and rhythm in different genres of music but are less sure what is meant by timbre and texture.
130. In assemblies, pupils' first efforts of singing familiar songs lack enthusiasm but the pitch, tempo and dynamics often improve with practice. Pupils display good listening skills and are appreciative when provided with the opportunity to listen to a live performance, for example, when the visiting teacher plays an introduction or accompaniment. Opportunities to listen to the music of European composers and those of other traditions and cultures are not planned as a regular experience but occasional whole school events such as the focus on Black history and the celebration of Diwali provide rich learning opportunities to which the pupils respond very well.
131. Pupils with special educational needs have full access to the music curriculum. They receive good Levels of support which enables them to participate to the best of their abilities. Pupils who speak English as an additional language attain the same standards as their English mother tongue classmates.
132. Teaching of the National Curriculum programme of study is satisfactory at Key Stage 1 but generally unsatisfactory at Key Stage 2. Satisfactory teaching was observed in the whole key stage singing practices. The visiting specialist has very good subject knowledge and expertise as a performer and he relates well to the pupils but lesson planning and class management are unsatisfactory. Lessons do not always proceed from the familiar to new knowledge and skills so that pupils are confused and lose interest and motivation to improve. There is lack of continuity and progression across the key stages so that older pupils are repeating the work done lower down the school and failing to improve their performance and compositional skills. Other staff who teach music lack subject knowledge and confidence and this is reflected in their low expectations. The hour long lessons are too long; the lessons lose pace and focus during this length of time and pupils become restless. The present practice of the music teacher moving between classes results in lost time at the beginning of each lesson in setting up equipment and getting the pupils organised.
133. There is no designated subject co-ordinator on the permanent staff. Resources are of satisfactory quality and quantity to deliver the curriculum.

PHYSICAL EDUCATION

134. Standards in physical education are in line with national expectations at the end of both key stages. This maintains the situation at the time of the last inspection. The provision in this subject now benefits from a knowledgeable curriculum leader in post since September but who has not yet had time to influence change and development.
135. The only lesson seen in physical education at Key Stage 1 was a dance lesson in Year 2. The pupils interpret music with controlled movements in time to the beat. They develop twisting and turning movements into sequences which are well put together by the majority. Some pupils are less successful when they are not fully and immediately responsive to the teachers' instructions.
136. At Key Stage 2, pupils develop stretching and curling exercises in a gymnastics lesson. They link these movements while travelling around the hall. Pupils are aware of what is required of them and what they need to do to improve. Careful records are kept of pupils' swimming abilities. The higher attaining pupils swim lengths of the pool in a variety of strokes while others receive instruction in a learner pool. Records and observations indicate that almost all pupils will reach the required standard by the time they leave the school.
137. Pupils at both key stages are keen to improve their physical education skills; they eagerly watch demonstration by the teacher and by their classmates and use their observations to improve their techniques. Pupils behave well and most respond to the teachers' instructions promptly and efficiently.
138. The quality of teaching at Key Stage 1 is good and at Key Stage 2 it is good and sometimes very good. Teachers use praise well to encourage pupils and as a result, many of the skills used show considerable initiative. Lessons are well planned and the teachers' have good subject knowledge. Pupils evaluate the efforts of their classmates and discuss their findings with the teacher; this enables pupils to understand what it is they need to do to improve and enhance the quality of their learning.
139. The curriculum co-ordinator is introducing a new single scheme of work for physical education as the present scheme is pulled from three different schemes and this is causing some inconsistency in the progression of skills learning. The curriculum is further supported by visits to the Suntrap Activity Centre for environmental and outdoor pursuits and by coaching visits from Leyton Orient Football Club and Essex County Cricket Club. There are also after school clubs in mini-hockey, football and dance. Visitors are sometimes used to stimulate interest, for example the appearance of African Drummers to demonstrate and involve the pupils in African Dance. Resources are adequate for effective delivery of the subject. The accommodation is satisfactory although the school is disadvantaged in having no playing field.

RELIGIOUS EDUCATION

140. Standards are good at both key stages. Showing respect for the beliefs and traditions of other people is a strength of the school. The present findings represent very good progress since the last inspection when the school was judged to be not meeting the legal requirement in respect of religious education.
141. In Key Stage 1, pupils show interest in the different religions which they study and are keen to share their knowledge with others. They ask questions and are afforded good opportunities to become familiar with the main festivals of Christianity, Islam, Judaism and Hinduism which are celebrated in school. In the only lesson seen at Key Stage 1, Muslim pupils in Year 2 explained to their classmates what they do at home during the holy month of Ramadan and how they celebrate Eid. Good contributions were made by pupils of all abilities so that non-Muslim pupils were able to clearly relate what they had learned from the lesson. A video of the whole school celebration of Divali provided evidence of pupils participating with pleasure and enthusiasm in different Hindu cultural activities such as preparing special foods and making decorations.
142. In Key Stage 2, pupils are able to distinguish the main features of all the religions which they have studied. They know the names of the holy scriptures and places of worship of Christians,

Muslims, Jews and Sikhs and are able to talk about the lifestyles and feast days of people who follow the different religions. They understand and show appropriate respect for the importance of the lives and teachings of the great teachers of each religion especially Jesus and Mohammed. Opportunities to visit different places of worship and talks from visitors from a variety of faith communities provide the pupils with good insight into the similarities and differences between religious customs. However, the written work recorded by pupils does not always match the standard of discussion. The same work is set for all pupils and it therefore lacks challenge for some. Recorded work is kept with other subjects in the pupils' humanities exercise books. This does little to develop a sense of continuity and progression in learning.

143. Pupils with special educational needs participate in all aspects of learning at their own Level. A pupil with significant language development problems offered to demonstrate to the class how he washes himself before prayers which he did very clearly. His contribution to the lesson was then applauded by the other pupils. Pupils who speak English as an additional language are fully included in learning about all religions and achieve standards appropriate to their age and ability.
144. Teaching is good at both key stages. Teachers often work and plan together and this enables teachers who are less familiar with some aspects of a religion to benefit from the greater knowledge of colleagues as was seen in the Key Stage 1 lesson. Lessons are well planned and facilitated by the excellent resources and schemes of work available in school. The school currently follows the Agreed Syllabus of the Local Education Authority but also uses the new scheme of work developed by a government agency. At present, assessment is informal. The subject is very strongly led by the co-ordinator who has very good subject knowledge and expertise. She has developed a wide range of teaching materials to support colleagues and has put together a very good resource bank to assist pupils' learning. No pupils are withdrawn from religious education which indicates the high Level of confidence which parents have in the school and its teachers.