

INSPECTION REPORT

DOWNSHALL PRIMARY SCHOOL

Iford

LEA area: Redbridge

Unique reference number: 102800

Headteacher: Mrs Anne Munro

Reporting inspector: Mrs Lorna Brackstone
21872

Dates of inspection: 12 - 15 March 2001

Inspection number: 230197

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Meads Lane
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Appropriate authority: The governing body

Name of chair of governors: Mr Tony Jordan

Date of previous inspection: 9 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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(Ofsted No. 21872)	Lorna Brackstone	Registered inspector		What sort of school is it? What should the school do to improve further? How well are pupils taught? How well is the school led and managed? How high are standards? a) the school's results and pupils' achievements.
(Ofsted No. 9405)	Josephine Philbey	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?
(Ofsted No. 11901)	Patricia Lowe	Team inspector	Foundation Stage Science Geography	
(Ofsted No. 20457)	Brian Fletcher	Team inspector	Mathematics Music Physical education Religious education	
(Ofsted No. 27240)	William Hooper	Team inspector	Design Technology	How good are the curricular and other opportunities offered to pupils?
(Ofsted No. 21103)	Valerie Ives	Team inspector	English History Special educational needs	
(Ofsted No. 8696)	Abul Maula	Team inspector	Information and communication technology Art Equal opportunities English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Downshall Primary is a large school catering for 479 children aged from three to eleven in new purpose-built accommodation. Children start the nursery at the beginning of the academic year in which they will be four and attend on a part-time basis only. There are twice-yearly intakes into the two reception classes and admission is at the age of four. There are two classes per year group, except for Year 5 where there are three because of large numbers. The percentage of pupils known to be eligible for free school meals is 32 per cent and this is above the national average. The percentage of pupils with special educational needs, including those with statements, is 27 per cent and this is broadly in line with the national average. There are three pupils with statements for special educational needs. The percentage of pupils speaking English as an additional language is 85 per cent; this is very high. The school population reflects the ethnic diversity of the surrounding community, and is very mixed with over 50 per cent of pupils from the Indian sub-continent, 12 per cent of Black Caribbean or African heritage and 15 per cent of white UK heritage. About 77 per cent of these pupils are supported in the early stages of learning by funding for English as an additional language; this is the highest percentage of all primary schools in Redbridge. Many pupils do not begin to speak any English until they start school. Pupil mobility is high at 23 per cent and 17 per cent of pupils are refugees, mainly from Somalia. Many parents are unemployed and/or receiving government benefits. Others work as traders, or in office work. Attainment on entry is well below average. The school has not identified any gifted or talented pupils.

HOW GOOD THE SCHOOL IS

Downshall is an effective school, which provides good value for money. Children start school with attainment that is well below expected levels but, by the time they leave school at 11, standards reach the national average in all subjects, except science. All pupils, including those with special needs and those for whom English is an additional language, make good progress because clear targets are set for them and they receive good support. The headteacher and her strong team are committed to improving standards and the quality of teaching is very good overall.

What the school does well

- Teaching and learning are very good.
- The leadership and management of the school are very good, governors are very effective and all resources are used very well.
- Provision for pupils' cultural development is excellent and provision for pupils' moral and social development are very good.
- Extra-curricular activities are very good.
- There are very good learning opportunities for children in the Foundation Stage.
- The personal development of all pupils is very good and relationships are of high quality.

What could be improved

- Standards in English and mathematics at the age of seven and in science at the ages of both seven and eleven.
- The effectiveness of procedures to monitor and improve attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998 and has made good progress since then. The role of senior teachers has been reviewed and the leadership and management of all key staff are now very good. Standards in art, music, design and technology and information and communication technology were below average at the time of the last report. They have now improved and are in line with expected levels at the end of both key stages. Improvement in standards in information and communication technology has come about because of the use of a new computer suite which ensures that skills can be taught progressively throughout the school. Although standards in English and mathematics are still

below national averages at the age of seven, pupils do reach satisfactory levels by the age of 11. However, standards in science are below the national average at the ages of seven and eleven. The school has adopted nationally recommended schemes of work and this ensures that all teachers have access to both subject knowledge and practical advice. Well over two-thirds of pupils start school at a very early stage of learning English and their speaking and listening skills develop at a slower rate than those for whom English is their home language. However, the school has successfully implemented a project to promote these skills. The quality of teaching and learning throughout the school has also improved since the last inspection and this has helped to raise standards overall.

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	D	C	C	B
mathematics	C	C	C	B
science	D	E	D	D

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

Children start school with attainment that is well below expected levels but they make good progress. The above table shows that average standards are being maintained in English and mathematics. Standards in science are still below the national average but improvements had been made since the 1999 test results when they were considered well below average. In comparison to similar schools, results in both English and mathematics were above average in 2000 but below average in science. Trends in results over time are in line with the national trend. Inspection findings confirm the test results of 2000 for pupils aged 11. By the time that the pupils leave school the standards in English and mathematics are in line with the national average but below in science. Standards at the age of seven also reflect the most recent national test results in science, which were well below average. Standards in reading, writing and mathematics also reflect the most recent tests and are below the national average. In comparison to similar schools, standards are in line with the average for writing and mathematics but science results are below average. Standards in other subjects are in line with those expected nationally at ages seven and eleven. Realistic targets have been set for future test results and the school is working hard to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils like coming to school and are very interested in their work.
Behaviour, in and out of classrooms	Good. The majority of pupils behave well and there are no signs of bullying or aggressive behaviour.
Personal development and relationships	Very good. Relationships between all members of the school community are very good. Pupils take responsibility, show high levels of initiative and enjoy finding out information for themselves.
Attendance	Unsatisfactory. There is too much unexplained absence. The punctuality of most pupils is satisfactory.

In class, the majority of pupils listen attentively and respond well to questions. They engage well in activities and are proud of their achievements. They usually move around the school in an orderly fashion and are polite and welcoming to visitors.

TEACHING AND LEARNING

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

Overall, the quality of teaching is very good and promotes learning very well. During the inspection, the quality of teaching was never less than satisfactory and 78 per cent of lessons were good or better. Approximately 30 per cent of lessons were very good and four per cent were of excellent quality. Teaching is very good in the Foundation Stage and Key Stage 2. It is good in Key Stage 1. Overall, teachers know the subjects they teach very well and make their lessons interesting. Their management of pupils' behaviour is good and is very good in the youngest classes. Relationships are generally very good. The presentation of lessons throughout the school is frequently very good. Planning is very detailed and meets the needs of children of all abilities, including those with special educational needs and those for whom English is an additional language. The pace of lessons is generally brisk and pupils move on quickly to the next task. The information gained from teachers' assessments is used well to inform planning and the marking of pupils' work is good. Throughout the school, the teaching of the basic skills of literacy and number is good. Mental mathematics sessions are particularly brisk and well focused. Teachers are very aware of the needs of pupils with special educational needs, and the qualified and experienced learning support assistants provide good support for the teachers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The quality and range of the curriculum is very good in the Foundation Stage. In both Key Stages 1 and 2 the curriculum is broad and suitably balanced and all statutory requirements are met. There are very good extra-curricular activities, which include a very wide range of both sport and music.
Provision for pupils with special educational needs	Good. Individual education plans are clear and detailed. Targets are achievable and well focused.
Provision for pupils with English as an additional language	Good. The school ensures that pupils who use English as an additional language have equal access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The provision for cultural development is excellent and exceptionally good use is made of the rich diversity of cultures within the school. The provision for social and moral development is very good. Provision for spiritual development is good.
How well the school cares for its pupils	Good overall. Procedures for child protection are firmly in place and pupils' welfare is ensured. Staff know their pupils well and track their progress effectively. Although there are procedures in place to monitor attendance, these are not rigorous enough to deal with the high levels of unexplained absence.

Overall, parents work well with the school. The information sent home is of good quality and links with the school are appropriate. Parents make a satisfactory contribution to the learning of their children both in school and at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very clear educational direction. There is a strong sense of teamwork and all staff strive successfully to meet the aims of the school.
How well the governors fulfil their responsibilities	Very well. The governors have a very clear understanding of the strengths and weaknesses of the school. They are involved in shaping its direction and fulfil their statutory responsibilities.
The school's evaluation of its performance	Very good. National test results are analysed very well and the information gained is used to raise standards.
The strategic use of resources	Very good. Staff are well deployed to support the pupils' learning. Funds are used very well to raise standards. There is a very clear commitment to improvement and the school seeks to get the best value when purchasing goods and services.

The school has a good number of both teaching and non-teaching staff. The accommodation is spacious and well maintained. Attractive and stimulating displays enhance learning and this helps to raise standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• They are happy to approach the school about questions or problems.• The school helps their children to work hard and achieve their best.• They feel that the school is helping their children to become mature and responsible.• They feel that the school is well led and managed.• The quality of teaching is good.	<ul style="list-style-type: none">• Parents do not feel that their children get the right amount of homework.• Parents would like to see the range of extra-curricular activities extended.• They would like to be better informed about how their children are getting on.

Inspection findings support the positive views of the parents who returned the questionnaires. However, inspectors found that the amount of homework given to pupils is appropriate for their stage in education; the amount of information they receive about the progress of their children is appropriate. Inspection evidence shows that the school makes very good provision for extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start school at the age of three with poor levels of attainment. They make good progress in the Foundation Stage, and by the start of Year 1 of the National Curriculum, the majority of children have achieved the early learning goals in personal and social development, creative development and physical development. In spite of the good progress that is made from the low levels of attainment on entry, communication, language and literacy, mathematical development and knowledge and understanding of the world remain well below the expected levels by the end of the Foundation Stage.
2. In the National Curriculum tests in 2000, the performance of pupils at the age of seven fell below the national average in writing and mathematics, and well below average in reading. In comparison with similar schools, the school's performance in reading was below average, but in writing and mathematics it was close to the average. The performance in reading, writing and mathematics fell below the national average from 1998 to 2000 but the trend from 1999 has been upwards. There were no differences in the results of boys and girls. The performance in teacher-assessed tasks was well below the national average.
3. In the National Curriculum tests in 2000 results of pupils at the age of 11, in both English and mathematics, were in line with national averages. The performance of pupils in science fell below the national average. The performance of pupils was above average in comparison with similar schools in English and mathematics but below average in science. From 1998 to 2000, the performance of pupils in English and science fell below the national average but the trend from 1999 has been upwards. The performance in mathematics was in line with the national average during this period. The trend from 1996 to 2000 for all the core subjects of English, mathematics and science was broadly in line with the national trend. There was no difference in the performance of boys and girls.
4. Standards in speaking and listening, reading and writing at the age of seven are below the national average. Standards at the age of 11 in English are in line with the national average. Throughout the school good progress is made in this subject despite the fact that pupils use English as an additional language. By the age of seven, most pupils begin to show increasing confidence in speaking, but a significant number find it difficult to explain their ideas in detail and still have a limited vocabulary. A whole-school focus on oracy is having a positive effect on pupils' attainment. Nearly all enjoy looking at books and higher achievers read simple books enthusiastically, both at home and school. They have a sound knowledge of the structure of books and know about the contents page, index and author. Pupils in Year 2 are developing a wide range of strategies to decipher the meaning of words but lower achievers are reluctant to attempt unknown words. They are starting to write very simple phrases independently in the appropriate tense and higher achievers spell words accurately. The introduction of a phonetic skills programme is having a positive impact on pupils' writing throughout the school. The formation of handwriting is generally consistent and work presented is neat and legible. By the age of 11, many pupils talk confidently, using appropriate technical vocabulary in subjects such as science, and talk about their reading books. They listen attentively to instructions, stories and to the contribution of others. Most pupils read a range of appropriate texts accurately. Lower achieving pupils read with growing accuracy and enjoy talking about books. However, they often find it hard to work out new words by putting sound and letter patterns together. The most capable readers read accurately and fluently but they are not reading from a sufficiently challenging range of texts and their knowledge of well-known authors is limited. Pupils' ability to use reading skills to find out and interpret information is weak. In writing, pupils use their imagination well and handwriting is usually well formed. Spelling is generally accurate but

punctuation is variable and presentation sometimes unsatisfactory. Pupils' output is often small and ideas are not sustained consistently enough.

5. Standards in mathematics at the age of seven are below the national average. Higher achievers are able to count up to 200 and know their two, five and ten time tables. Most pupils understand how to divide by two and higher achievers work with remainders. They describe the properties of both two and three-dimensional shapes and have started to solve money problems. Most can tell the time when it is on or half past the hour. By the age of 11, standards are in line with the national average. They multiply and divide numbers up to 100. Pupils recognise different types of fractions and use both percentages and decimal calculations. Pupils use the four operations to solve money problems appropriately, interpret bar graphs and analyse probability problems. Lower achievers are making good progress in booster groups where there is support from adults. Teaching in ability groups and placing high emphasis on teaching skills in the numeracy hour are being used to raise achievement.
6. Standards in science at the age of seven are well below average but they have started to improve since the raising of standards in science became a focus of the school development plan. Pupils recognise that living things grow, reproduce and have a wide variety of differing habitats. They are aware that common materials have differing properties and that some materials change when heated. However, they find it difficult to discuss their observations because many of the pupils are still at an early stage of acquiring the English language and do not understand the technical vocabulary required. Standards at the age of 11 are below the national average. They are improving because the analysis of national test results has enabled teachers to track the progress of the pupils. Pupils confidently name the main functions of both human and plant organs. They successfully compare different types of metals and have an appropriate understanding of forces, gravity and air resistance. Recently, there has been a particular concentration on the use of scientific language and an emphasis on investigations. Good links are made with information and communication technology skills to raise the profile of the subject and pupils are developing their skills in data handling techniques.
7. At the age of seven, standards in information and communication technology are good and pupils are able to edit and re-draft a given text. By the age of 11, standards in the subject are as expected nationally. They improved since the last inspection because of the installation of the new information and communication technology suite. This provision has had a very positive impact on the pupils' learning: the high quality resources and very good access to computers support work in class lessons. Word processing skills are broadly average, and both control technology and the use of the Internet are well developed.
8. At the end of both key stages, pupils' standards are in line with expectations in art and design, design and technology, history, music and physical education. This is an improvement since the last inspection, when standards in design and technology and music were below expected levels. In geography it is line with expected levels at the end of Key Stage 1 but it is good at the end of Key Stage 2. Standards in religious education are broadly in line with the requirements of the locally agreed syllabus.
9. Pupils who have special educational needs make good progress throughout the school in relation to their prior knowledge. All pupils on the special needs register have individual plans that include specific targets. These targets are consistently specific and pupils' achievements are assessed against them. The individual educational plans are applied in all lessons taught and this ensures that pupils' progress is maintained. Arrangements for supporting pupils who have statements of special educational needs are effective and ensure they attain standards appropriate to their prior attainment. Standards achieved by pupils for whom English is an additional language are in line with the school norm.
10. The school is eager to improve standards and makes careful analysis of the results of the national tests. Realistic targets have been set in line with national initiatives. The school is well placed to meet these, given the very good leadership of the headteacher, the very good teaching overall, the focus for raising standards and the positive attitudes of the majority of pupils to learning.

Pupils' attitudes, values and personal development

11. Throughout the school pupils' attitudes to learning, their behaviour and their personal development are good. This includes those pupils with special educational needs and those for whom English is an additional language. In the last inspection, attitudes and behaviour were reported as very good. However, the school roll is changing constantly because of the high mobility of pupils. 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 learn in an environment in which they feel valued. Pupils are friendly and welcome visitors into their school enthusiastically. Most pupils are polite and helpful and try to please their teachers.
12. Almost all pupils enjoy their time at school. Most arrive in school well prepared and keen to work. These pupils settle quickly, listen carefully to their teachers and apply themselves conscientiously in lessons. They try hard and respond well to teachers' praise. Pupils are confident and eager to contribute in discussions and to answer questions posed in lessons or during assemblies. A good example of this was seen in a Year 3 circle time where pupils were sensibly comparing how individual children are all different and why they should be proud of themselves.
13. Most pupils' behaviour is good. They know and follow their class rules. They are well behaved in lessons and co-operate with their teachers to establish a positive environment in which they can work constructively. However, this was not always the case in a number of lessons seen in a Year 4 class. A small minority of boys were inattentive and noisy and their poor behaviour interrupted the lessons, affecting other pupils' learning. All pupils behave well during assemblies; for example, all sat in complete silence whilst a Year 6 pupil performed an Irish dance without music. Pupils also enter and leave the dining room in an orderly manner and behave politely whilst eating lunch. Pupils play happily in the playground and no oppressive behaviour or bullying was observed during the inspection. The school has had two exclusions in the last year.
14. Relationships are very good, showing 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. In a Year 6 lesson pupils were grouped together purposefully researching and recording their observations of famous black persons in Britain. Pupils enjoy the extra-curricular activities offered by the school and join the various sports and after school clubs, including the orchestra.
15. The pupils' personal development is very good. They have a clear sense of responsibility and when given tasks carry them out diligently, for example, acting as monitors, tidying classrooms, returning registers and helping and performing in assemblies. There is an enthusiastic school council who meet each fortnight to discuss the way their school could be improved. Pupils' personal development is enhanced by outside visits, including a Year 6 residential school journey.
16. Many of the pupils have extended holidays to visit relatives in other countries and take occasional days off to celebrate a wide variety of religious festivals. This has a detrimental effect on the rate of attendance, which at well below the national average, is unsatisfactory. Unauthorised absence is well above the national average.

HOW WELL ARE PUPILS TAUGHT?

17. Overall the quality of teaching is very good. During the inspection, teaching was never less than satisfactory and in 78 per cent of lessons it was good or better. In approximately 30 per cent of

lessons teaching was very good and in four per cent it was of excellent quality. Although no overall judgement was made on the quality of teaching at the last inspection, the percentage of very good or better lessons has improved. No unsatisfactory teaching was observed in this inspection. Relationships between staff and pupils are very good and pupils throughout the school feel secure and happy.

18. The quality of teaching and learning in the Foundation Stage is consistently very good. The presentation of lessons is very good. All staff ensure that the prepared activities are both interesting and exciting, but yet firmly rooted in the foundation curriculum. The management of the children is consistently very good. Subject knowledge is thorough and the teaching of basic skills is very effective. Planning is very detailed and both individual and group assessments are made daily. This provides the evidence for the next steps in planning. This is very good practice and supports very well the good teaching and learning. Teaching is very well planned to meet all the needs of children of all abilities, including those with special educational needs and those for whom English is an additional language. All groups of children are appropriately challenged. Very high quality strategies are employed in teaching, notably the use of first hand experiences and the use of appropriate language. For example, not only are every day situations set up such as a 'cafe' and 'home corner' but all staff involve themselves in role-play to support and develop the children's language. There is plenty of purposeful involvement with children and use of structured play activities suitable for the age group. Imaginative approaches capture the interest of the children and maintain their motivation. All areas of learning are well taught, with learning support assistants making a very valuable contribution to the quality of children's learning and their progress. Teachers are very clear about the behaviour that is to be expected. For example, in a physical education lesson in one of the reception classes, the teacher was very clear about the choices given to one difficult member of the class and praised the rest of the class for ignoring the challenging behaviour of this child. Children's learning is very good and all ability groups, including those with special educational needs and those for whom English is an additional language, do well in relation to their capabilities and their previous learning.
19. The quality of teaching and learning is good overall in Key Stage 1. During the inspection, 77 per cent of lessons observed at this key stage were at least of a good standard and 18 per cent were of very good quality. Teachers show a very good knowledge of the subjects they teach, lesson planning is thorough and resources are skilfully used to ensure that the pupils enjoy their learning. For example, in a Year 1 physical education lesson, pupils quickly acquired an appropriate understanding of ways to create different body shapes using the very spacious indoor hall. Most lessons begin with carefully directed whole-class teaching sessions, and well-focused questions enable them to check the level of the pupils' understanding. This is followed by small group work, particularly in literacy and numeracy lessons, that checks whether pupils have learnt basic skills effectively. This method was observed in a Year 1 literacy lesson where the story of 'The Hungry Caterpillar' was used in the introductory session as a means of learning words that began with the letter 'P'. The pupils' enthusiasm was extended through the use of a word bag containing a wide variety of objects the names of which began with different letters. They were then divided into smaller groups for differing levels of work. Pupils are generally required to work at a brisk pace. Discipline is managed satisfactorily in Key Stage 1 and there are high expectations of behaviour in most classes. Effective use is made of praise to encourage pupils who have potential behaviour problems, and relationships are positive. Good use is made of learning support assistants to assist pupils in small group activities or support individual pupils during whole-class sessions. Both the teachers and learning support assistants provide the pupils with ongoing feedback and guidance during the sessions. Homework is used satisfactorily to promote learning.
20. The quality of teaching in Key Stage 2 is very good and pupils are making very good progress in their learning. During the inspection, 44 per cent of lessons observed in this key stage were good or better. Approximately 26 per cent were of very good quality and 6 per cent were excellent. The teachers' knowledge is very good and this gives pupils confidence to ask questions. For example, in Year 5 pupils responded eagerly in a very good geography lesson when the teacher encouraged pupils to talk about photographs showing land use around the River Thames. The

teacher used these photographs to stimulate the interest of pupils and their thinking was skilfully developed through good questioning and discussion. The pace of lessons is generally brisk and pupils move on quickly to the next task. This was evident in a very good dance lesson in Year 6 when the teacher used her high quality control techniques to move swiftly through the warm-up activities and on to the main focus of the lesson. This very skilful management ensured that pupils continued to acquire new skills and develop their creativity well. Assessment information is used well to inform planning and pupils at different levels of attainment are provided with activities at an appropriate level. Most of the teachers keep a tight control on pupils' behaviour and apply rewards and sanctions effectively. For example, in a good physical education lesson in a Year 4 class, which the teacher had only recently taken over on a part-time and temporary basis, boundaries were clearly set and any misbehaviour was quickly checked.

21. Throughout the school, the teaching of basic skills is good. Teachers have introduced the National Literacy and Numeracy Strategy well. Teachers have worked hard to improve pupils' writing and, as a result, they are developing their ability to write imaginatively and neatly. The teaching of basic reading skills is good and the school takes every opportunity to provide focused reading sessions where teachers are able to teach the pupils how to tackle new words or how to progress with more challenging reading skills. The teaching of numeracy skills is also good and pupils are given thorough opportunities to understand number. Mental mathematics sessions are brisk and are well focused on speeding up pupils' responses to questions fired at them. For example, in a focused session for Year 5 pupils of lower ability, the teacher encouraged the pupils to respond quickly through the good use of number cards. This had a positive impact on their learning and the pupils' knowledge could be rapidly assessed as individuals showed their answers.
22. The quality of teaching and learning of pupils with special educational needs is good. This is seen in the careful planning of lessons, the match of work to the ability of each pupil and the preparation of resources to support the work of individuals. The teaching programme for these pupils is either on a one-to-one basis or group sessions and this flexibility has a significant impact on their progress, particularly in English and mathematics. There is increasing challenge planned for them, with achievable targets. This is an improvement since the last inspection. A secure learning environment is achieved and good relationships are established which enable pupils to become confident and want to improve. In addition, clear instructions build confidence and enable pupils to sustain concentration and complete the tasks set for them. Learning support assistants are very competent and are used effectively to support these pupils.
23. Good quality specialist teaching support is provided for pupils for whom English is an additional language and this normally takes place within the curriculum. The learning of this group of pupils is well established and support is very much an integral and well-established part of school life.
24. The marking of pupils' work is good. Teachers' comments are helpful and direct and pupils know how to improve their work. Homework is set throughout the school and the tasks assigned build appropriately on their work in the classroom.

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

25. The provision for pupils in the Foundation Stage is very good. A broad and balanced curriculum is provided throughout Key Stages 1 and 2 and the subjects meet the requirements of the National Curriculum. Religious education is successfully taught according to the locally agreed syllabus. The school endeavours to offer a good range of worthwhile opportunities for pupils that interest and motivate them. Skills in information technology are now being consistently taught in specific lessons held in the information and communication technology suite.

26. The schemes of work for all subjects are now firmly in place and all members of staff are familiar with them. They have a clear knowledge of what they need to do to implement them so that pupils can gain the maximum benefit from them. The weaknesses in design and technology, art and design, music and information and communication technology mentioned in the last report have all been addressed and the standards in these subjects are now higher. There is continuity and progression in all subjects and teachers work in close collaboration with each other. The school continues to make good use of available time by using links between subjects wherever this is appropriate.
27. There is a strong emphasis on promoting pupils' personal, social and health education. Pupils receive education about alcohol and tobacco in science as well as in discrete personal, social and health education lessons. Pupils in Year 6 receive education about issues related to sex and drugs. The co-ordinator is aware of the need to include citizenship as part of the personal, social and health education programme and plans have been made to enable this element to be covered fully.
28. There is a broad range of extra-curricular activities, clubs and visits out of school, which enrich the pupils' experiences and support their learning. Good opportunities exist for pupils to participate in clubs and activities such as football and netball, musical activities, chess, art, computing and drama. Several activities take place at lunchtimes and teachers are generous with the time that they spend on them. Pupils support these activities very well.
29. The school has a strong commitment to equality in education and this is clearly laid out in a good policy document. Pupils who are on the special educational needs register have their needs met through their individual education plans which focus on aspects of literacy, numeracy and personal and social development. There is also very good support for the many pupils for whom English is an additional language. The individual education plans are compiled by the special educational needs co-ordinator in consultation with other relevant staff. These plans are well supported by outside agencies and all who are involved with the pupils' continuing education. All pupils with special educational needs receive the full National Curriculum offered by the school, with some areas of work modified to meet the pupils' specific needs. They are fully included in all the activities organized by the school, which supports their social and moral development well. There is a programme of extension work for higher achieving pupils and this enables them to be challenged and stimulated.
30. The school has good links with a local secondary school that is the destination of most of the pupils. These links are especially strong in the area of information and communication technology. Students from this secondary school also visit Downshall for work experience purposes. They also arrange sports tournaments for schools in the locality. Good links have also been established with local colleges and universities who send students to the school on a regular basis.
31. Overall, provision for the spiritual, moral, social and cultural development of pupils is very good. The school makes very good provision for pupils' moral development and social development. The provision for cultural development is excellent and is a real strength of the school, promoting the appreciation of the ethnic and cultural diversity of British society in an environment that fully reflects these values.
32. The provision for spiritual development is good. The school holds an act of collective worship each day and, during these sessions, values are shared and time is given for reflection. There is usually an explicit reference to a supreme being but the spiritual content is often slight and opportunities to share sacred texts are not always exploited fully.
33. The school makes very good provision for pupils' moral development. Pupils have a clear understanding about right and wrong and the school operates as a well-ordered community where pupils know what is expected of them. There are occasions when issues are discussed in circle time, but this practice is still in the early stages of development and is yet to become fully

established. A good range of opportunities for pupils to take part in sporting activities supports the understanding of the need for rules and fair play.

34. Provision for social development has many very good features. Adults set good examples in their relationships with each other and with the pupils. This is reflected in the pupils' attitudes towards the staff and towards each other. Adults value each child and work effectively towards developing high self-esteem. There are also satisfactory opportunities for pupils throughout the school to work together in subjects such as music, or in groups within literacy and design and technology lessons. Pupils are encouraged to take responsibility for their behaviour and belongings from an early age. All classes make effective provision to ensure that pupils can undertake additional responsibilities within the classroom. There are opportunities for pupils to use their initiative. Pupils undertake additional responsibilities such as acting as helpers in assemblies by managing the audio-visual equipment. There is an awareness of the needs of others and pupils are involved in several charitable initiatives. There is a school council, which has representatives from the pupils, and this is active and successful in promoting contact and discussion between pupils and staff. The minutes of school council meetings are displayed in classrooms so that the whole community feels involved. The pupils value the opportunities that the school gives in the weekly 'Golden Time' for them to participate in a worthwhile range of educational activities. In this period they can play chess, learn Italian, and take part in physical, artistic, and musical sessions. There are also lunchtime and homework clubs, and these extend opportunities for pupils to experience a range of social activities.
35. The school makes excellent provision for the pupils to learn about their local culture through visits to places of interest such as the Thames Barrier, the local fire station and a wide variety of museums. There are also visits to a number of different places of worship. The school has a good range of displays that celebrate the wide number of languages spoken within the school and amongst the local community. Visitors to the school serve to enrich the curriculum and broaden the pupils' horizons. There is a regular cultural assembly. This makes excellent provision for pupils to experience and value the contribution made by non-western cultures in art, music and dance. The pupils show a high degree of respect and appreciation for each other's cultures and talents. Pupils also have the opportunity to study world faiths in religious education and well-planned assemblies provide opportunities to develop an understanding of the traditions and cultures represented in this country.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school's arrangements for promoting the welfare, health and safety of the pupils are good overall and, in most aspects, have been maintained since the last inspection. The school provides a secure environment that has a warm and friendly atmosphere. Relationships between pupils and staff are very good. Pupils turn readily, and with confidence, to their teachers, classroom assistants and lunchtime supervisors for help and guidance when needed. Children entering the school for the first time are sensitively introduced to school life and this is greatly appreciated by the parents.
37. The headteacher is the member of staff responsible for child protection, supported by the deputy headteacher. Both members of staff have been fully trained. Effective routines and procedures have been developed to ensure that all members of staff are aware of child protection issues. There are clear policies to support health and safety in the school and great care is taken to ensure the medical well-being of the pupils. Qualified first-aiders deal sympathetically with sick or distressed pupils. A health and safety risk assessment is carried out every six months. The site manager ensures that the school building and grounds are clean and safe.
38. Careful support and guidance are given to pupils with special educational needs and their parents. Effective use is made of outside agencies, such as the education welfare officer, educational psychologists and other specialists who make regular visits. The special needs co-ordinator is well organised and keeps detailed information on each pupil to enable her to plan work which

matches their needs. The school uses various published assessment tests to make successful diagnosis of the pupils' needs. These are used regularly to measure what the next step should be. Regular reviews are planned. Careful support and guidance are given to pupils with special educational needs and their parents.

39. 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 works well. 'Golden certificates' presented to individual pupils each week for good work, behaviour or special achievement support awards made in the classrooms. These pupils' names are then entered into the Golden Book on display in the school foyer. There are good procedures in place to deal with poor behaviour and teachers implement these measures to ensure that lessons are not disturbed through unacceptable behaviour. The deputy headteacher has taken a very positive lead in addressing incidents of bullying. Pupils at the school have produced an excellent 'Say No to bullying' pamphlet. Parents and pupils believe that if bullying occurs the school deals with the problem quickly and effectively.
40. The school's procedures for monitoring and promoting good attendance are unsatisfactory. Registers are taken at the beginning of each session and attendance is recorded correctly. The school requests that parents advise the school on the morning of their child's absence or send a note on the child's return. Unauthorised absence is well above the national average and is therefore an issue for the school. Procedures are in place for the formal monitoring of unauthorised absence. However, follow-up is not sufficiently rigorous to deal with this problem and raise parents awareness of their responsibilities. Whilst most pupils arrive at school on time, there are still a number of parents who do not ensure that their children are punctual. The school is currently trying to deal with this problem by promoting a punctuality awareness drive among pupils and parents.
41. The school has a very comprehensive system for the assessment and monitoring of pupils' progress. The headteacher is in overall charge of this, but all co-ordinators, year and phase group leaders also have a major role. They undertake this conscientiously and effectively. There is very good provision for the assessment and tracking of pupils with special educational needs and those for whom English is an additional language. The outcomes of the assessment progress are consistently used to inform the planning of the curriculum. Portfolios of work in English, mathematics, and science are used to help establish consistency of teachers' judgements about the National Curriculum levels in these subjects.
42. Monitoring of pupils' progress is good, with teachers keeping mark books to record pupils' progress particularly in English and numeracy. Samples of pupils' work are collected. Group reading targets enable pupils to understand what they need to do to improve their work and progress. Emphasis is given to supporting pupils' personal development and class teachers know their pupils very well. Personal, social and health education is timetabled into the curriculum and class discussion times are used well to raise the self-esteem and confidence of the pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school's partnership with parents is good and has been maintained since the last inspection. Parents' views of the school are favourable. They hold the school in high regard and most report that their children come happily to school each day and enjoy their lessons. Parents appreciate the commitment of the headteacher and her staff and what the school seeks to achieve for their children.
44. The building of good relationships between parents and the school begins before children start school. The school offers home visits for intending parents of both nursery and reception children, when parents can ask questions and are given a copy of the prospectus. School visits and meetings follow and children are gently introduced to life at school.

45. The quality of information provided for parents is good. The school's prospectus and governors' report to parents are clearly written for all to understand. Parents are most appreciative of the monthly newsletters that give information on school events and activities. Translations are occasionally made available to some parents who cannot communicate in English. However, this is not always possible in certain languages. At the beginning of each term parents are sent curriculum information through a detailed fact sheet advising them of what their children will be learning in the classrooms.
46. A minority of parents who responded to the questionnaire felt that there was not enough information available on their children's progress. The inspection finds that this concern is not justified. Parents have the opportunity to discuss the progress of their children at consultation evenings in the spring and autumn terms. Parents interviewed during the week of inspection were confident that, if they had any concern, the staff would welcome them into school for discussion. Parents receive clear and informative annual reports that give detailed information on the progress their children are making in all subjects and report individual targets for the future. This report is timed to coincide with the summer open day when teachers are available to discuss annual reports.
47. The school tries hard to involve parents in the life of the school. Most parents have signed the home-school agreement. Parents who can help their children with reading are encouraged to do so. They are invited into school regularly for special assemblies. For example, during the week of the inspection, a number of parents attended both a cultural and class assembly, which were presented by the pupils. The school has offered open sessions to enable parents to see how literacy and numeracy are taught in the school. The school is appreciative of the few parents who help in the classrooms specifically with reading, art and cultural support. There is an active and enthusiastic parent teacher association that organises fundraising activities. These include a summer fair and more recently a most successful children's fashion show. Substantial funds have been used to provide the school with much-needed resources.
48. A number of parents are concerned that their children are not getting the right amount of homework. Inspection findings indicate that this concern is unjustified. The school has a clear homework policy and class teachers are consistent in ensuring that their pupils receive appropriate homework tasks.
49. Parents of children with special educational needs have regular discussions with class teachers. They are involved in reviews of the targets set in pupils' individual education plans. These reviews take place twice yearly and during parents' evenings, when the special needs co-ordinator is also available for discussions.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the headteacher and staff with management responsibilities are very good. This is an improvement since the last inspection when roles of responsibility were weakly defined and executed. Throughout the school there is a strong sense of teamwork, with all staff striving successfully to create an environment that promotes learning, fosters self-worth, values all individuals and helps develop self-discipline. Pupils are encouraged to apply themselves both mentally and physically and to develop good questioning skills; their good awareness and tolerance of all individuals are clearly reflected in the day-to-day life of the school.
51. The special needs co-ordinator is knowledgeable, quietly confident and has a secure understanding of the needs of the pupils. Meetings are planned for her to liaise with the newly

appointed governor who has been designated to monitor special needs for the governing body. All statutory requirements relating to the provision for special educational needs are met.

52. The governing body is kept well informed about the school. The members use their individual skills and knowledge to work together for the benefit of the school and have a very clear understanding of its strengths and weaknesses. The chair of governors is very experienced and knowledgeable and is well informed about the work of the school. He is committed to the development of the role of the governing body and works closely with the headteacher. All governors' committees have appropriate terms of reference, and meet regularly. The governing body carries out its statutory responsibilities efficiently.
53. The monitoring and evaluation of the school's performance are very good and senior staff and governors are taking effective action to improve standards. The senior staff have worked hard to develop this aspect of their work. Currently, the systems are developing well and they make the very best possible use of the information from test results. The school has been successful in recognising and supporting the need to raise standards in English and mathematics at the age of seven and science at the age of both seven and 11. The school has moved on well since the last inspection. Its capacity to improve further is very good.
54. The resources of the school are used well. All funds, including specific grants, are carefully matched to the priorities that have been identified in the school development plan. There are clearly defined routines, which are well established and enable the headteacher and governors to monitor the deployment of resources. The need to achieve the best value for money is very well understood. This is evident in the quality of teaching, the standards achieved by the pupils and in the purchasing of resources.
55. Day-to-day financial management and administration are very good. Routine administrative procedures operate efficiently and unobtrusively. The school administrative team give good support to pupils and staff. Appropriate use is made of information technology systems to maintain financial control and accountability.
56. The match of teachers and support staff to the requirements of the curriculum is good. There are sufficient appropriately qualified and experienced teachers for the age groups in the school. Most have additional responsibilities over and above their classroom duties. Newly qualified teachers get very good support from a colleague acting as a mentor and have sufficient non-contact time for further training. Teachers and other staff new to the school are properly briefed and supported. Teacher performance management is in place and this, together with the priorities of the school development plan, is used as a basis for planning their ongoing training. The support staff are a strength of the school and work very closely with teachers to provide the maximum of academic and pastoral support to the pupils. Together they are a strong force that enables pupils of all abilities to make good progress in their learning. Support assistants are provided with relevant training, with training needs identified by the deputy head through regular discussions. The accommodation is good overall and enables the curriculum to be taught effectively. The building has plenty of space, with classrooms of sufficient size and well-appointed areas for practical activities. There is a good-sized hall, which is used very well for assemblies, physical education lessons and serving meals at lunchtime. Corridors are spacious and there is a good number of specialist teaching rooms. There is a very good computer suite and a well-equipped library, which are both efficiently organised. Very attractive and stimulating wall displays enhance the school, and the whole building is well maintained by the cleaning staff. The playgrounds are of a good size for the pupil numbers and wooden benches are provided for quiet activities and relaxation. There is also a large sheltered area, which provides cover in all seasons for the range of activities and games played by the pupils. The playground itself is relatively uninteresting but the school has plans to improve this.
57. The school has a good range of learning resources that enable the curriculum to be delivered effectively. Special educational needs learning materials are good and are both well maintained and efficiently organised. Good use is made of pupils' home languages to facilitate their learning of English as an additional language. Generally the situation is as it was at the time of the last

inspection, but there has been a significant improvement in the provision of computers, with the recent opening of the computer suite. The library is a particular strength: it is very well organised and managed and incorporates a good selection of up-to-date books. Other strengths include the provision of learning resources for nursery and reception children. Funds have been well spent in keeping the resources up to date and in good condition.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to improve the quality of education further, the governing body, headteacher and staff should:
1. Improve standards in English and mathematics at the age of seven and science at the ages of both seven and eleven by:
 - maintaining the focus on data analysis, pupil tracking and target setting;
 - completing the implementation of strategies which have been recently introduced to improve standards.
(paragraphs 2,6,72,91-92)
 2. Improve attendance and lower the number of unauthorised absences by:
 - following up absences more rigorously;
 - raising parents' awareness of their responsibility to ensure that their children attend school regularly.
(paragraph 16)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	30	45	22	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	444
Number of full-time pupils known to be eligible for free school meals		142

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		121

English as an additional language	No of pupils
Number of pupils with English as an additional language	376

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	51
Pupils who left the school other than at the usual time of leaving	51

Attendance

Authorised absence	%
School data	3.9
National comparative data	5.2

Unauthorised absence	%
School data	2.8
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	32	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	25	29
	Girls	21	21	23
	Total	45	46	52
Percentage of pupils at NC level 2 or above	School	75 (73)	77 (77)	87 (80)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	29	25
	Girls	22	23	23
	Total	46	52	48
Percentage of pupils at NC level 2 or above	School	77 (77)	87 (85)	80 (85)
	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	29	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	22	24
	Girls	26	21	23
	Total	49	43	47
Percentage of pupils at NC level 4 or above	School	82 (66)	72 (71)	78 (63)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	23	23
	Girls	23	21	20
	Total	43	44	43
Percentage of pupils at NC level 4 or above	School	72 (64)	73 (70)	72 (61)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	16
Black – African heritage	30
Black – other	7
Indian	133
Pakistani	63
Bangladeshi	8
Chinese	1
White	78
Any other minority ethnic group	53

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	1
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)	22.5
Number of pupils per qualified teacher	22.5:1
Average class size	25.7

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	98

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.2
Number of pupils per qualified teacher	25:1

Total number of education support staff	2
Total aggregate hours worked per week	58

Number of pupils per FTE adult	9.4:1
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	946934
Total expenditure	1030415
Expenditure per pupil	2295
Balance brought forward from previous year	136276
Balance carried forward to next year	52795

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	474
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	37	6	0	0
My child is making good progress in school.	48	41	5	1	5
Behaviour in the school is good.	40	43	6	2	8
My child gets the right amount of work to do at home.	31	40	16	12	0
The teaching is good.	47	43	6	0	4
I am kept well informed about how my child is getting on.	41	40	16	2	1
I would feel comfortable about approaching the school with questions or a problem.	51	40	7	2	0
The school expects my child to work hard and achieve his or her best.	54	37	4	2	2
The school works closely with parents.	40	38	14	4	5
The school is well led and managed.	49	41	5	2	2
The school is helping my child become mature and responsible.	43	48	2	4	2
The school provides an interesting range of activities outside lessons.	38	38	12	1	10

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

59. The provision for children in the Foundation Stage is very good, thus maintaining the position at the last inspection. Children make a very positive start to their education in a rich and stimulating learning environment. Teachers in the early years department plan together carefully and ensure that all aspects of the early learning goals are covered. There is an appropriate emphasis on the development of literacy and numeracy skills.
60. The attainment of children on entry to the nursery is poor for their age, particularly in communication, language and literacy, mathematical development, personal, social and emotional development and knowledge and understanding of the world. The children achieve well and make good progress. They are assessed on entry to the nursery and their progress is monitored throughout the year. They are formally assessed on entry to the reception classes and assessed again at the end of their time in the Foundation Stage. They continue to make good progress and achieve well in the reception classes. Children with special educational needs and those for whom English is an additional language also make good progress with targeted support. However, the majority of children enter Year 1 of the National Curriculum with standards below those expected for their age in communication, language and literacy, mathematical development and knowledge and understanding of the world. Their personal, social and emotional development, creative development and physical development are in line with national expectations.
61. Children enter the nursery at the age of three years and attend part-time. Children start the reception classes in either September or January of the academic year in which they will attain the age of five and attend full-time. The new early learning goals are well established and the results of assessments are used to inform planning. Parent/teacher consultations take place before children join the school. Parents are advised on how they can prepare their children for school and support them during their time in the nursery. A similar consultation takes place at the time of the children's entry into the reception classes. The links with parents are effective. Parents are encouraged to contribute to their children's learning at home and at school. A few parents help in school on a regular basis. Other parents accompany the children on walks and visits to places of interest. Parents borrow library books, some of which are in two languages, twice a week to share with their children. Most parents hear their children read on a regular basis and maintain an ongoing dialogue with the class teachers through their comments in the home/school reading diaries. Homework is used to consolidate and extend learning.
62. The quality of teaching and learning in the Foundation Stage is very good. Teachers' knowledge and understanding are very good and they teach the basic skills very well, thus promoting the systematic development of children's knowledge, skills and understanding. Teachers plan very effectively and have very high expectations of pupils' work and behaviour. Children apply a very good level of intellectual, physical and creative effort to their work. Teachers use very effective methods to engage and sustain children's interest, concentration and independence. They manage pupils very well, and children respond by behaving well. Children form very good relationships with adults and other children. They enjoy coming to school and display good attitudes. The children begin to show initiative and personal responsibility. They develop their understanding of right and wrong and of the impact of their actions on others. They learn to respect the feelings, values and beliefs of others. These positive attitudes help to promote learning. Teachers use time and resources to promote maximum learning. All adults work as a team. The quality and use of their assessments of children's personal development and academic progress are very good and children gain understanding of their own achievements and learning. Pupil profiles are thorough and informative. All children, including those with special educational needs and those for whom English is an additional language, make good progress.

63. The quality and range of learning opportunities are very good. An enriched curriculum is in place. This was recognised by the local education authority when children in the reception classes, who had recently visited the temple, had a video taken of them in their role-play area, whilst they were celebrating in the Gudwara. The curriculum is broad, balanced and relevant. Provision for children with special educational needs and those for whom English is an additional language is good. The strategies for teaching literacy and numeracy skills are good.
64. The Foundation Stage is very well led and managed by an experienced and enthusiastic co-ordinator who is sensitive to the needs of the children. She recognises the need to introduce them to a wide and varied range of experiences. The staff in the Foundation Stage work together very effectively for the benefit of all the children in their care.

Personal, social and emotional development

65. Children's attainment, at the end of the Foundation Stage, is in line with national expectations for their age in personal, social and emotional development. This represents good progress from standards which were well below those expected on entry. Children quickly learn to feel confident about their achievements. They feel secure in their calm and structured surroundings. Children learn to play together and to express their feelings through imaginative play. They become more confident about trying new activities. Children select and use activities and resources independently, including the use of the computer. They learn to dress and undress independently and manage their own personal hygiene. Their independence is further developed in the reception classes, where they are encouraged to take on an increasing range of responsibilities within the class. They express themselves articulately about good and bad behaviour and its effect on others. Children's personal development is very good. Adults provide good role models and give very good support to children. Children explore their surroundings in very well resourced learning areas. They engage in activities which are carefully planned to support their personal development.

Communication, language and literacy

66. Children's attainment at the end of the Foundation Stage is still below expectations for their age in communication, language and literacy. The good progress made in the nursery is sustained in the reception classes and standards are raised from a low starting base. There are many planned opportunities in the nursery and the reception classes for children to develop the skills of effective communication. Planning is based on topics that include all six areas of the early years curriculum, so that there is constant reinforcement of language and vocabulary related to the topic being studied. All adults are very effectively involved in helping to develop children's speaking and listening skills, as they interact with children in their varied activities. For example, during the inspection week the focus in the nursery was mathematical and the topic was materials. In the reception classes, the focus was on knowledge and understanding of the world and the topic was light and sound. All adults ensured that the appropriate vocabulary was used to promote speaking and listening skills.
67. There is a daily short introduction to the literacy framework in the nursery, which is extended in the reception classes, to prepare children for the full hour in Key Stage 1. Children enjoy listening to stories and are encouraged to join in. They learn how a book is organised. They identify the title, read familiar words and make suggestions about how a story might end. The increased emphasis on daily phonics, which has been introduced recently, is having a very positive impact on children's learning and is developing their reading skills. Children in the nursery are making good progress in their ability to re-tell narratives in sequence, drawing on the language patterns of well-known stories. The majority of children in the reception classes are beginning to use their phonic knowledge to write simple words and short sentences. In a lesson observed during the inspection, they developed speaking and listening skills, as they read the book, 'Walking through the Jungle'. They joined in with phrases they knew, such as 'Can you hear a noise?' and 'What could it be?' and answered questions about the book. Children in one of the reception classes made very good progress in recognising and saying words through concentrating on phonics.

Mathematical development

68. Children's attainment at the end of the Foundation Stage is below expectations for their age. The good progress made in the nursery continues in the reception classes and standards are raised from a low starting base. Elements of the numeracy hour are used effectively. In the nursery, children learn to sort, match, order, sequence and count. They become familiar with counting games, number rhymes, stories and songs and confidently learn about shape and space as they print with differently shaped blocks. The children develop their understanding of money in the outdoor café area, as they 'take orders', 'act as waiters' and 'serve meals'. Children in the nursery use numbers, such as telephone numbers, in play. They count reliably up to ten objects through the use of stories, such as 'Ten baggy clowns'. They count within the nursery routine, for example, 'How many children are here today?' Children participate in scoring games and games which use language such as 'more', 'less' and 'fewer'. Through role-play, they develop their understanding of size and weight. Children in the reception classes recognise numbers one to nine and find one more and one less than a number from one to ten. They use number names to twenty in familiar contexts, make number books and say a number between two given numbers. The children recognise shapes, such as squares, rectangles, triangles and circles. They are beginning to use the language of size and appropriately develop their understanding of money as they use coins in the 'shop'. Activities in the nursery and the reception classes support mathematical development. The emphasis is on understanding and using numbers in practical contexts. Books relating to number, puzzles, games, weighing activities, matching, threading, counting, sequencing and sand, water and role-play are all used very well to promote mathematical development.

Knowledge and understanding of the world

69. Children's attainment at the end of the Foundation Stage is below expectations for their age. The good progress made in the nursery is sustained in the reception classes and standards are raised from a low starting base. Children enter the nursery with a very limited understanding of their world. They are taught about the layout of the school and become familiar with the people who work in it. The children explore the school grounds and the immediate environment of the school. They learn about the people in the community who help them. There are planned opportunities to observe, experiment and hypothesise. The children sort and compare random collections and materials. They also mix materials when cooking with developing confidence. They make objects with a purpose in mind. The children confidently listen to tapes and use computer programs. In the reception classes they continue to learn more about their locality. They travel by train to the local shopping centre, in Ilford, and start to develop an understanding of the world beyond their immediate locality. The children also gain some understanding of light and dark through walks, role-play and the use of torches in a dark area. They take part in listening games and use telephones, walkie-talkies and mobile phones in the role-play area. Circuits with buzzers and bulbs are carefully observed. The children learn about materials through construction, use reclaimed materials and develop their senses when describing them. Computer programs are used to reinforce and extend their learning, for example, to develop their emergent writing.

Physical development

70. Children's attainment at the end of the Foundation Stage is in line with expectations for their age. The good progress made in the nursery is continued in the reception classes. Children in the nursery develop their ability to move with confidence, control, co-ordination, imagination and safety. They become increasingly aware of space, of themselves and of others. They use the wheeled vehicles in their outdoor play area with skill and control and awareness of others. Children in the reception classes are provided with planned opportunities to respond to rhythm and music and to light and sound. In a lesson observed in one of the reception classes, the children developed both their spatial awareness and their ability to make high and low shapes as they moved around the hall to music. The children practise and develop their running, jumping, skipping, hopping, throwing and catching skills. They are encouraged to evaluate their work and

are beginning to recognise the importance of keeping healthy. They handle tools, objects, construction and malleable materials safely and with increasing control.

Creative development

71. Children's attainment at the end of the Foundation Stage is in line with expectations for their age. The good progress made in the nursery is sustained in the reception classes. Children in the nursery learn to mix colours and to add black and white. They use paint of different consistencies and use a variety of tools to create desired effects. The children print with vegetables, blocks, corks and tiles. They use clay to investigate shape and form and also make papier-mache models. The children make their own instruments from different materials and explore how these affect sound. In the reception classes they start to develop their ability to mix paints and create lighter and darker shades and tints. They use colour filters to explore changes in colour. Pastels, crayons, chalks and paint are all used in their observational work. They explore form and shape in two and three dimensions, as they make collages, musical instruments and a range of models. Their creativity is developed within a supportive learning environment. They explore and experiment with ideas, materials and activities. Their confidence is developed as they try out new ideas with adults working alongside them, talking to them about their work and introducing appropriate vocabulary. Children in the nursery begin to recognise and name musical instruments. They respond very positively to what they hear and learn to sing a variety of rhymes and songs, tunefully and in unison. Imaginations are used and ideas are confidently communicated through music. Children in the reception classes explore sounds. They learn to play a steady beat, respond to musical sounds and enjoy joining in games and dances. The children sing familiar nursery rhymes and songs with enthusiasm. They also tap out repeated rhythms and 'compose' music. Children in the nursery begin to use their imaginations in role-play and in the reception classes they are able to sustain aspects of characters in role-play.

ENGLISH

72. The results of the 2000 National Curriculum tests show that at the age of seven the proportion of pupils achieving the expected level was well below the national average in reading and below average in writing. However, in tests at the age of 11 standards were average. When compared with similar schools pupils' performance was average in writing and below average in reading at the age of seven and above average in English at the age of 11. Test results are higher than at the time of the last inspection at both key stages. The overall trend for the past three years in the school's performance in National Curriculum tests at the age of 11 is close to the national trend. The school's predicted results for 2001 expect that standards will be maintained in reading and writing at both seven and eleven. Standards of attainment on entry to the school are well below the national average. A high proportion of pupils start school with limited attainment and often low standards in communication, language and literacy and many have no English. Pupils make a very good start in the nursery and this is continued in reception. Overall, across Key Stage 1, they make satisfactory progress both in lessons and over a longer period of time. By the age of 11, pupils have made good progress. This is a direct result of the good teaching they receive. From an analysis of pupils' work in Year 5 and Year 6, there is evidence that they have made good progress in writing over time.
73. Speaking and listening skills are developed consistently throughout the school and the majority of pupils reach the required standard by the age of 11. By the time pupils are seven, most begin to show increasing confidence in speaking, but a significant number find it difficult to explain their ideas in any detail and they still have a limited vocabulary. By the age of 11, higher attaining pupils demonstrate satisfactory and sometimes good standards; for example, when they talk articulately about their reading books. The majority of pupils are becoming skilled in answering and asking questions during the literacy hour and listen attentively to instructions, to stories and to the contributions of others. Throughout the school, speaking and listening skills are developed appropriately through planned discussions and investigations, such as in science. Skills in

listening are further enhanced through the work planned in other subjects, such as in numeracy, art, geography, history, religious education and music.

74. Many worthwhile opportunities are planned to encourage pupils to increase their vocabulary and use of spoken English across the curriculum, particularly in art, religious education, history, geography and science and also through assemblies. No answer or comment made by a pupil is ever dismissed as worthless by any teacher and this effectively builds up an atmosphere of trust in which self-esteem and self-confidence are enriched. Teachers are good role models for pupils to follow in valuing and respecting the ideas and opinions of both pupils and adults. Classroom and learning support assistants make an effective contribution to the good progress of all pupils. They clarify questions, explain new vocabulary and encourage pupils to offer answers. All subjects use appropriate subject terminology well to extend the pupils' knowledge and vocabulary. For example, during a physical education lesson in Year 2 pupils learned about balance and improving skills; pupils in Year 5 learn the meaning of using evidence from primary and secondary sources in history. Pupils also review their work at the end of many lessons and this adds to their confidence and ability to express themselves clearly.
75. By the age of seven, standards in reading are below national expectations, although a small minority of pupils achieve above expected standards by the end of the key stage. By the age of 11, pupils achieve standards close to the national expectations. The majority of pupils read well enough to make sense of texts that are appropriate for their age and re-tell stories or the main points of non-fiction extracts. Younger pupils are beginning to build on a number of skills in order to read the text. For example, pupils in Year 2 use a variety of strategies to work out words they find difficult, such as splitting up the word, sounding out the letters and gaining clues from the illustrations. Lower achieving pupils recognise some words in familiar text but are reluctant to attempt unknown words and wait for help. The majority of pupils have a sound knowledge of the structure of books and know about the contents page, the index and the difference between the author and the illustrator. All pupils enjoy reading and have positive attitudes towards it. By the age of 11, the majority of pupils are beginning to show that they understand the important ideas from the story and often refer to the text to talk about their thoughts. Their inference and deduction skills are improving. Overall, pupils who have special educational needs and those for whom English is an additional language make good progress in relation to their prior attainment.
76. The combination of a tightly structured literacy hour together with the whole-school focus on improving oracy and phonetic skills and the good teaching, have had a positive effect on pupils' achievement in writing. Scrutiny of pupils' past work shows that, by the age of 11, the majority of pupils come close to achieving the expected standards. Pupils write for a range of different purposes, sequence their ideas appropriately and use punctuation accurately. They learn to understand the use of speech and question marks and write more imaginative stories. Good progress is made in developing punctuation and spelling skills. Pupils are encouraged to apply the skills they have acquired in the literacy hour to their independent writing. For example, pupils in Year 4 learn to use more expressive language by including similes in a sentence and one pupil wrote, "*The noise was as quiet as a room that had been buried underground for five hundred years.*" Overall, pupils with special educational needs and those for whom English is an additional language make good progress. The expertise and provision of the language support teachers and the competence and effective use of learning support assistants facilitate this.
77. Learning skills are generally good. Pupils are nearly always ready to apply intellectual and creative effort in class. As a result of their own positive attitudes, there is a learning ethos in the school and good relationships are maintained and fostered in class. Pupils are interested and sustain concentration well, except for a very small minority who have difficulty listening for sustained periods. The majority of pupils understand what they are doing and know how to improve their work. This is because clear instructions are given and both they and their teachers set targets. Most are keen to participate and as a result they are not afraid of making mistakes, particularly in oral work. Pupils' attitudes and behaviour are good and most enjoy their lessons. There are good relationships in all classes and personal development is fostered well. In all lessons, the majority of pupils co-operate and collaborate well with a partner.

78. Good progress is made in the development of skills in literacy. These skills are used effectively in other subjects. For example, when pupils were using a program for editing their stories and texts in an information and communication technology lesson in Year 2 and when making bread in science, every opportunity was provided for the pupils to talk through the process. In addition, there is good use of number statements in mathematics lessons in Year 6 to consolidate learning through the use of sentences.
79. Overall, the quality of teaching is good and one lesson observed was of very good quality. This is an improvement since the last inspection when teaching was sound. This good quality teaching has a significant impact on pupils' learning. The scrutiny of pupils' work indicates that there is much good teaching. The majority of teachers mark the pupils' work thoroughly, make regular comments to encourage and instruct and give effective points for improvement, particularly in Key Stage 2. Teachers systematically follow a prescribed plan. The targets for the lesson are initially shared with the class and this contributes to the good progress pupils make, in that they know what they are supposed to be learning. Lessons are teacher-led and usually motivate pupils to learn. Skilful questioning and explanations ensure that pupils understand their work. Praise is used well to show pupils that their work is valued and to encourage higher standards. Almost all the teachers speak clearly and provide good role models of spoken English. They have secure subject knowledge and most explain concepts precisely and introduce pupils to relevant technical vocabulary. Relationships are good and teachers generally manage behaviour well. Homework is set regularly that suitably supports and reinforces pupils' learning in the classroom
80. The subject is suitably managed by a co-ordinator in each of the two key stages. The headteacher and both co-ordinators have effectively monitored the teaching and learning in all classes. In addition, the co-ordinators have monitored planning, scrutinised samples of work in each year group and provided thoughtful feedback. The careful approach to planning across the year groups and the monitoring have made a valuable contribution to improving standards and ensuring progress. There are good assessment procedures and pupils' progress is monitored regularly. The information thus gathered is carefully analysed to inform the teachers' future planning. Test results are also analysed carefully to identify targets for improvement. This is an improvement since the last inspection.
81. There is a newly developed, bright and stimulating library that is well stocked and accessible to all. The recently introduced information and communication technology suite and the school's Internet access mean that information and communication technology is used well to support and enhance English. Resources for the subject are good: they are well organised, accessible and in good condition. The teaching of English and the quality of the provision have improved since the last inspection.

MATHEMATICS

82. The results of the 2000 National Curriculum tests taken by pupils at the end of Year 2 show that the majority attained the national standard of Level 2 but that few attained the higher levels. Overall, results were below the national average but were better than the previous year. Pupil performance is average when compared with schools of a similar intake and trends are upwards. The inspection findings broadly support the test results. By the age of seven, most pupils attain the national standard but a significant proportion attains only the lower levels. A very small proportion is attaining at the higher Level 3.
83. The picture at the age of 11 is much brighter and speaks well of the school's continued effort to improve standards. The results of the 2000 national tests, taken by pupils at the end of Year 6, show that the proportions attaining the national standard and the level above it were in line with the national average. The results are better than the previous year and above average when compared to schools with similar intakes. The inspection findings show an identical picture. By the age of 11 most pupils attain the national standard and a significant number attain above it.

84. By the age of seven, most pupils count sets of objects reliably and use mental recall of addition and subtraction facts to 10. Pupils respond well to oral and mental arithmetic and they are eager to show that they know the multiplication tables for two, five and ten. They apply this knowledge satisfactorily to money and are able to work out the change from 10p, 20p and 50p. Pupils tell the time on the hour and at the half-hour, but some have difficulty in distinguishing between a quarter past and a quarter to the hour. Pupils know how to measure, using a cube as a unit. They estimate length and compare with actual measurement in centimetres. Most pupils know the names of regular two-dimensional and three-dimensional shapes and accurately count edges, corners and faces. Pupils use the language of mathematics quite well but sometimes have difficulty in forming number statements and this impedes their understanding. Pupils know how to use a simple bar chart or a pictogram to illustrate information, such as the way clothes are fastened, or the number of languages spoken in the school.
85. Pupils continue to progress in their learning throughout Key Stage 2, and by the age of 11, they have a secure grasp of place value and the four operations of number. They play 'fraction bingo' to practise and confirm their knowledge. Many are able to express themselves in mathematical language and to explain what they are doing. This enhances progress. They know how to find the mean average of a set of numbers and confidently compare the result with the mode and median. Pupils begin to see the different ways in which information is shown and how statistics may be used to mislead. One Year 6 class investigated averages through the measurement of distance in a game of 'shove-halfpenny' and were able to tabulate and illustrate the results. Pupils measure accurately and know the metric system and where to place the point. They know about similar and congruent triangles and can tell the difference. They also investigate symmetry and illustrate reflection. Pupils know and understand coordinates and how they are used to position a point. They apply this skill in map reading.
86. Pupils make satisfactory progress in Key Stage 1. Pupils with special educational needs and those for whom English is an additional language are given support in acquiring basic number skills. The skilful use of mathematical equipment helps to overcome any language difficulties. Pupils gain in self-esteem and skill. In Key Stage 2, pupils make good progress as their knowledge of number and its application becomes more secure. Pupils are encouraged to develop investigational and problem-solving skills to a greater extent than at the time of the previous inspection. This provides stimulus and excitement, which in turn generates better progress. However, there is too little opportunity to confirm and extend independent learning during the course of a lesson with the use of computer programmes.
87. Numeracy skills are used well in other areas of the curriculum. In history, pupils use a timeline to chart events and in geography they use four-figure map references. In music, pupils beat time and in physical education they measure their pulse rate. In science, pupils use block graphs to illustrate rainfall, temperature and traffic flow. They also measure correctly the ingredients necessary to make bread. There are good examples of rotational art on display around the school.
88. The overall quality of teaching is good and this is an improvement since the last inspection. Of the lessons observed in Key Stage 1, one half was good and the remainder was satisfactory. In Key Stage 2, three-quarters were good or better. In one excellent lesson the teaching was bright, enterprising and ambitious. Pupils responded very well to the challenge of the task and were given scope to work independently. Teachers are enthusiastic and many of the oral sessions are brisk and demanding. Pupils are eager to be first with the answer. Lessons are planned well and the interests of all pupils are taken into account. Good methods are used to make the work relevant and interesting, which in turn produces a good response from the pupils. Teachers have high expectations of pupils' work and behaviour, which are nearly always met, although some younger pupils find it hard to concentrate for very long. Relationships are good and based upon mutual respect. Teachers create a good working environment and know a great deal about the pupils in their care. Methods of assessment are better than at the last inspection; attainable targets are set and progress towards them is carefully monitored.

89. Since the last inspection, good progress has been made. Pupil performance at Key Stage 2 is now in line with national standards and performance in Key Stage 1 is improving. There is better use of mathematical language that is leading to significant gains in pupils' attainment. Classroom displays are consistently of a high standard and provide stimulus and encouragement. There is a greater emphasis on problem solving at all levels and some enterprising investigational work at Key Stage 2. Grouping pupils by prior attainment in Years 5 and 6 is improving standards and an extension of this arrangement is being considered. The educational direction for the subject is clear and the course is well set. Initiatives such as 'Maths Week 2000' have made a significant impact upon progress and upon the confidence of the pupils. All teachers share the commitment to improvement in standards and jointly they have the capacity to succeed.

SCIENCE

90. The attainment of pupils in the 2000 National Curriculum teacher assessment, at the age of seven, was well below the national average at Level 2 or above. The percentage of pupils reaching Level 3 or above was also well below the national average. This represents a decline in standards since the last inspection in 1998, when attainment was slightly below the national average. It represents an improvement on the 1999 figures, when attainment fell sharply. The findings of the inspection, based on an examination of pupils' work, their progress and the lessons observed, confirm that standards are improving, but remain well below the national average, because a significant majority of pupils are in the early stages of learning English. All pupils, including pupils with special educational needs and those for whom English is an additional language, achieve well, due to good teaching and a high level of support.
91. The attainment of pupils in the 2000 National Curriculum tests, at the age of eleven, was below the national average at Level 4 or above. It was below the average for similar schools. The percentage of pupils reaching Level 5 or above was below the national average. It was below the average for similar schools. This represents a decline in standards since 1998, when attainment was slightly below the national average. It represents an improvement on the 1999 figures, when attainment fell sharply. The findings of the inspection, based on an examination of pupils' work, their progress and the lessons observed, confirm that standards are improving, but remain below the national average. A number of factors militate against the very good teaching that was seen during the inspection. Attainment on entry to the school is below the national average at the age of five. The mobility rate of pupils is high. English is an additional language for the majority of pupils and they are disadvantaged in the National Curriculum tests because the tests are not in their first language. They find it difficult to apply their knowledge when faced with unfamiliar questions that have to be answered in a given time. All pupils, including those with special educational needs and those for whom English is an additional language, achieve well, due to very good teaching and a high level of support.
92. During the inspection, pupils in Year 1 made careful observation of flowers. They drew and labelled the parts of the plants, thus developing their scientific vocabulary and literacy skills. They treated the growing plants with care as they took them out of their pots to examine the root system. Pupils in Year 2 used a bread recipe, discussed in the literacy hour, to make brown and white bread. They increased their knowledge and communication skills as they discussed the function of each ingredient. They used their mathematical skills as they weighed the ingredients. An examination of their written work shows that they are able to identify some properties of a range of common materials. They describe similarities and differences between materials. They know that processes change materials, such as heating and cooling and bending and stretching. Pupils successfully use their knowledge of life to consider the conditions basic to the survival of animals and plants. They use simple classifications to sort living things into groups and confidently describe similarities and differences of a variety of physical phenomena. Pupils compare the way in which bulbs work in various electrical circuits. They compare the effects of similar phenomena, such as the loudness or pitch of sound and the brightness of light. Pupils also investigate the speed and direction of moving objects, such as toy cars. They have started to learn how to carry out a fair test.

93. During the inspection, pupils in Year 3 tested different rocks to see how easily they wear away. They carefully recorded their results and tested for permeability by dropping a few drops of water on to the surface. The pupils are also able to suggest criteria for classifying rocks, such as colour, size, man-made, natural, heavy, light, rough and smooth. Following a visit to the Science Museum, pupils in Year 4 were able to identify the main bones and joints on a skeleton and on X-rays. They used their knowledge of basic life processes when identifying parts of the body and their function. The pupils then confidently distinguished between hinge joints and ball and socket joints. Their competence in acting as investigators in finding out to which animals certain bones belong is developing well. Pupils in Year 5 develop appropriately an understanding of solids, liquids and gases and are aware of the importance and dangers of gases. Pupils in Year 6 know about forces and are able to successfully demonstrate that they understand the difference between balanced and unbalanced forces. The use of scientific work is encouraged at all times. For example, an examination of pupils' work in Year 6 showed that they are able to identify, using the correct technical terms, the organs of the human body. They use keys based on observable features to identify and group living things and recognise the feeding relationships between plants and animals in a habitat. Pupils demonstrate an understanding of the aspects of materials and their properties. They use scientific terms, such as 'evaporation' and 'irreversible changes'. They carry out investigations based on questions such as, 'What do I want to know?', 'How will I find out?', 'What will I do?', 'What is the result?'.
94. Pupils' attitudes to science are good. They show interest, application and enjoyment. Questions and discussions gain an enthusiastic response and concentration is well maintained. The behaviour of most pupils is good and very constructive relationships are formed with one another and with adults. Pupils work well both independently and collaboratively. They show initiative and are willing to take responsibility. Respect is shown to the differences of other pupils, particularly their feelings, beliefs, values and contributions to discussions. Resources are treated appropriately. The pupils' positive attitudes promote personal development and learning well.
95. The standard of teaching is good, overall, at Key Stage 1. Teachers' knowledge and understanding are good and they teach scientific skills well. Their planning is good, leading to secure acquisition of knowledge, skills and understanding. Teachers' expectations and teaching methods are satisfactory and pupils apply intellectual effort to their work. The management of pupils is satisfactory. The use of time, support staff and resources is good. Pupils are productive and work at a satisfactory pace. The quality and use of ongoing assessment are good and pupils have a sound knowledge of their own learning. Homework is used to consolidate and extend learning in lessons. All pupils, including pupils with special educational needs and those for whom English is an additional language, make good progress.
96. Teaching is very good at Key Stage 2. Teachers' knowledge and understanding are very good and they teach scientific skills very well, enabling pupils to develop their knowledge and understanding and increase their skills. Teachers' planning is very good. Their expectations encourage pupils to think hard about their work. Teachers use a variety of very effective methods to encourage all pupils, including those with special educational needs and those for whom English is an additional language, to make good progress. The management of pupils is good and pupils show a very high level of interest, concentration and independence. Their productivity and pace of working are very good. The quality and use of ongoing assessment are good and pupils' knowledge of their learning is good. Homework is used well to consolidate and extend learning.
97. The appropriate statutory curriculum is in place and is based on guidance from a nationally recommended scheme of work. The quality and range of learning opportunities are good at both key stages. The breadth, balance and relevance of the curriculum are sound. The provision for pupils with special educational needs and those for whom English is an additional language is good. There is good access and opportunity for all pupils. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils develop their literacy skills through discussion and the written presentation of investigations. They develop

their mathematical skills as they present their results in the form of tables, charts and graphs. The pupils use information technology for data handling and carry out research on the Internet.

98. The leadership and management of science by the two co-ordinators are very good. The procedures for assessing pupils' attainment and progress is good and assessment is used to guide curricular planning well. The monitoring and evaluation of the subject's performance and the resultant action are very good. Learning resources are good and are both readily accessible and used very well. Staffing, accommodation and learning resources are all adequate. The curriculum is enriched by visits to museums. For example, pupils in Year 1 have visited the Natural History Museum to study patterns in the natural environment. Pupils in Year 4 have also visited the museum to study movement and growth. New technology is used well. The school's priorities for raising standards in science are appropriate and the action taken to meet the school's targets is good. The shared commitment to improvement in science and the capacity to succeed are very good.

ART AND DESIGN

99. Standards in art and design at the ages of both seven and eleven are in line with expected levels. This reflects an improvement since the last inspection when pupils' performance was judged to be unsatisfactory.
100. By the age of seven, the majority of pupils demonstrate sound drawing skills and an appropriate awareness of texture. Pupils are learning to use a developing range of pencil skills by observing and feeling natural objects. Higher achieving pupils start to represent objects, such as fruit and vegetables, fairly accurately but their attention to detail is still developing. As they progress through the school they start to demonstrate a relatively better understanding of repeating patterns in the style of artists such as William Morris. A number of higher achievers show fairly well developed skills in observational drawing. Throughout the school, effective use is made of a variety of art forms and materials. These include chalk, charcoal and pastel. These are used to portray different seasons in collage and to create portraits of Tudor women and Egyptian gods and goddesses. The involvement of some pupils in activities, such as an animation project, enables them to link their artwork to skills associated with information and communication technology. However, pupils are still at the early stages of evaluating each other's work.
101. The quality of teaching and learning is good throughout the school. Most teachers are secure in their knowledge and expertise in the subject. Their careful planning and explanation ensure pupils' understanding of tasks. The use of the sketchbook and a wide variety of resources enhances pupils' motivation and interest while giving them a sense of pride in their work. This reflects teachers' high expectations of pupils. During the inspection one excellent lesson was observed in a Year 6 class where there was a focus on three-dimensional work. The teacher explicitly taught the required skills in a very clear and lively manner. The lesson was highly organised and pupil management outstanding. This excellent lesson had a very positive impact on the pupils' learning.
102. The quality of learning reflects the impact of teaching and there is some clear improvement since the last inspection. The majority of pupils in both key stages concentrate well, showing high levels of motivation and interest. Younger pupils are learning to hold and use their pencils appropriately while older pupils are consolidating their representational drawing skills. There is no significant difference between boys' and girls' learning in art lessons. Most pupils for whom English is an additional language and those having special educational needs display the same enthusiasm for art activities as their peers and make good progress. Pupils are well behaved and often inspired by their teachers' interest in art.
103. The projected art curriculum is broad. The current provision is alternated with design and technology and, as a consequence, some year groups were not timetabled for art and design during the inspection. The subject benefits from the scheme of work, which has been reviewed

since the last inspection in the light of nationally recommended guidance. Art and design makes a sound contribution to pupils' moral, social and cultural development. The display of pupils' work has a positive impact on the school environment and it is clear that they take pride in their work. As yet, there are no portfolios to enable the sharing of ideas and promote effective practice. Opportunities are limited for visits to art galleries, and formal assessment and monitoring procedures are not yet in place. The co-ordinator is fully aware of what needs to be done and has appropriately identified staff development as a priority.

DESIGN AND TECHNOLOGY

104. No teaching of design technology at Key Stage 1 took place during the period of the inspection. Taking into account examples of work from the previous year and photographic evidence, standards at the age of seven are in line with those expected. Pupils are able to generate ideas and plan what to do next, based on their experience of working with materials and components. They use models, pictures and words to describe their designs. Pupils select appropriate tools, techniques and materials and use tools to assemble and combine materials and components in a variety of ways. They recognise what they have done well as their work progresses and suggest things they could do better in the future.
105. At the age of 11, standards are in line with national expectations. This is an improvement since the last inspection and is due to good teaching. Pupils are clearly taught to recognise that their designs have to meet a range of different needs and they skilfully clarify their ideas when they are asked. They are taught to use words and label sketches and models to communicate the details of their designs. Pupils think ahead about the order of their work. They choose appropriate tools, equipment, materials, components and techniques. The pupils are also able to select and work with a range of tools and a variety of materials. They also evaluate their designs by identifying what is working well and what needs to be improved.
106. In Key Stage 1, pupils are provided with good opportunities to design and make and to work with a range of recycled materials, card and textiles. They use construction kits and recycled materials. This enables them to develop their skills of cutting, sticking and joining. In Year 1, pupils learn about pivots and how movement is created. There is a very good photographic record of work that has been done, as well as some colourful displays of puppets that were made recently.
107. In Key Stage 2, pupils further develop their design and making skills. Pupils have built vehicles, boxes and traffic lights, which incorporate electrical circuits and link to work done in science. A very good lesson was observed in Year 5 in which pupils were using cams to create movement in toys. They had a good knowledge of the effect of the various type of cam on the movement of the parts of the toy. Their learning was helped by an excellent pamphlet, prepared by a Year 5 teacher, which clearly illustrated the properties of cams and enabled the pupils to plan their project methodically. Pupils are able to develop designs that show awareness of constraints, produce step-by-step plans and evaluate their designs when completed, but they do not generate a range of alternative designs to evaluate before settling on a final design. Pupils in Year 5 have created musical instruments of many different kinds using a wide range of recycled materials such as empty boxes, wood, card and other materials. These also form part of a colourful display, which helps the learning of other pupils.
108. The subject co-ordinator has been in post for about two years and liaises with co-ordinators of other subjects, especially art, so that suitable cross-curricular links can be made. The school has adopted a nationally recommended scheme of work and has chosen appropriate topics for each year group. There are sufficient resources kept in convenient locations for each key stage. The co-ordinator supports other members of staff to help them gain confidence with any techniques that are new to them. There is a very good set of design sheets that develop skills in a progressive manner. However, monitoring of pupils' progress is still not fully in place. The use

of information and communication technology to support pupils' learning in this subject is under-developed.

GEOGRAPHY

109. The attainment of pupils, at the age of seven, is in line with national expectations. All pupils, including pupils with special educational needs and those for whom English is an additional language, achieve well. Pupils in Year 1 are developing a sound knowledge of the locality, the school environment and the natural world. They make links with history as they study maps and plans of the local area. The pupils carefully draw pictorial maps of their route to school and develop their ability to give directions. They learn about forms of transport as they travel to the City Airport, via the Docklands Light Railway. During the inspection, pupils in Year 2 identified changes in the local area by studying aerial photographs over time. They also study life on the island of Struay in Scotland and compare it with life in Seven Kings. They visit Southend and confidently compare seaside resorts in Victorian times with seaside resorts today. The pupils become aware that the world extends beyond their own locality, through news and holidays. They trace the origin of postcards 'received' from Barnaby Bear on his visits to Paris, Ibiza, Shanghai and Jamaica.
110. The attainment of pupils at the age of 11 is good. Pupils in Years 3 and 4 broaden their knowledge of the local environment and develop mapping skills through fieldwork, at a local conservation centre. During the inspection, pupils in Year 4 planned a route to India, recorded the route on a map and added appropriate keys. Pupils in Year 5 study land use along the banks of the River Thames, following a visit to the Thames Barrier. They study the local brook and measure the depth and flow. The pupils develop their orienteering skills in physical education lessons and extend their skills during residential visits. They investigate environmental issues, such as pollution caused by local traffic. Pupils in Year 6 investigate what is happening in the world around us, such as the recent floods in Bangladesh.
111. Pupils' attitudes to geography are good. They show interest and a desire to learn. They listen carefully and respond well to questions and discussions. They maintain concentration and work well both independently and collaboratively. The behaviour of most pupils is good. They form very constructive relationships with one another and with adults. The pupils show initiative and are beginning to take more responsibility for their own learning, through homework and the use of the Internet. They respect the feelings, values and beliefs of other pupils and listen carefully to their contributions. Resources are treated with care and their positive attitudes promote learning.
112. The overall standard of teaching is good in Key Stage 1. Teachers' knowledge and understanding are good and they teach the basic skills well. Their planning is good and this leads to good learning. Their expectations and teaching methods are satisfactory, but pupils are not always challenged to reach their potential. All pupils, including pupils with special educational needs and those for whom English is an additional language, make good progress. The use of time, support staff and resources is good. The quality and use of ongoing assessment are good and the use of homework is satisfactory. Teaching is very good, overall, in Key Stage 2. It was very good in a lesson observed in Year 4 and a lesson observed in Year 5 and excellent in the third lesson observed, which was also in a Year 5 class. Where teaching is very good, teachers' knowledge and understanding are very good and they teach the basic skills very well, enabling pupils to develop their knowledge and understanding and increase their skills. Teachers' planning is very good and their high expectations encourage pupils to put much intellectual and creative effort into their work. Teachers use a variety of methods that are very effective in enabling all pupils, including those with special educational needs and those for whom English is an additional language, to make good progress. The management of pupils is good and pupils show a very high level of interest, concentration and independence. Their productivity and pace of working are very good. The quality and use of assessment are good and pupils' knowledge of their learning is good.

113. The appropriate statutory curriculum is in place and is based on guidance from a nationally recommended scheme of work. The quality and range of learning opportunities are good at both key stages. The breadth, balance and relevance of the curriculum are sound. The provision for pupils with special educational needs and those for whom English is an additional language is good. There is good access and opportunity for all pupils. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils develop their speaking and listening skills through discussion and through report writing. They use their mathematical skills to show information about the weather in graphical form. They develop their information technology skills through the use of a program on direction at both key stages.
114. The leadership and management of geography are good. There are good procedures for assessing pupils' attainment and progress. Monitoring and evaluation of pupils' performance in the subject are good. Good use is made of assessment to guide curriculum planning. Learning resources are readily accessible and are used very well. Staffing, accommodation and learning resources are adequate. The school's aims and values are reflected in the work in geography. The curriculum is enriched through local visits and visitors. The school's priorities for raising standards in geography are appropriate. The action taken to meet the school's targets is good. Very good use is made of new technology. Staff share a commitment to improvement in the subject, and the capacity to succeed is very good.

HISTORY

115. No teaching of history was observed in Year 2 or in Year 6, due to the rolling programme with geography and the timetable arrangements during the inspection. Overall judgements are therefore not possible on the quality of teaching. Other evidence is taken from an analysis of pupils' previous work in books and on display, examination of teachers' planning and discussion with the co-ordinator. Based on this evidence, at the age of seven, standards in history are in line with national expectations. Standards reached at the age of 11 also meet expectations for the age group. Across both key stages pupils are making satisfactory progress in developing historical skills of enquiry and in understanding the passage of time. Pupils who have special educational needs make progress similar to that of most pupils. This is the same judgement as at the last inspection, when pupils' attainment at both key stages was at expected levels.
116. It is clear from the scrutiny of work that throughout the school pupils generally build on their previous learning. In Year 1, pupils learn about the past through comparing photographs of themselves as babies and now and look at the changes that have taken place. In Year 2, pupils consider the changes that have taken place in the toys that they own and the ones that their parents had. By the end of Key Stage 2, pupils make satisfactory progress in deepening their knowledge about historical periods as they move through school. They learn to look closely at artefacts, pictures and photographs and make relevant historical inferences. For example, in Year 5, pupils were able to identify evidence as to how people lived and dressed by looking at a picture of a family in Tudor times. It is clear from the scrutiny of work in Year 6, that pupils research relevant information. For example, to persuade people to take a holiday in Ancient Egypt. Information and communication technology supports the pupils' learning in history. Pupils take great care in their presentation of facts and in drawing and illustrating their work.
117. There are many good links with literacy and pupils in both Year 5 and 6 have created imaginary diaries kept by individuals in Tudor times, which include descriptive writing on the times of Henry VIII and a record of the day in the life of a Tudor sailor. In Year 6 pupils write about the day in the life of an Ancient Egyptian. Class visits, for example, to museums and visitors into the school greatly enhance the curriculum and bring to life what it was like to be an Ancient Greek, Roman, Tudor and Victorian. Enacting scenes from Victorian times through a class assembly in Year 3 helped the pupils to understand the contrast between school-life today and then.
118. Teachers in the same year group plan together closely. Teachers' marking is encouraging and they have high expectations of pupils' presentation of work in the majority of classes. The subject

is well managed and enthusiastically co-ordinated. The school uses a nationally recognised scheme of work in both key stages to support teachers' planning. Assessment opportunities are written into the planning. Resources are good and meet the demands of the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Standards of attainment are in line with those expected nationally by the end of both key stages and occasionally exceed them in Key Stage 2. This reflects considerable improvement since the last inspection when standards were unsatisfactory.
120. By the age of seven, most pupils become familiar with the mouse, demonstrating a developing awareness of the keyboard. In Year 1 they use word processing skills to insert rhyming words. In Year 2 they use programs to edit and re-draft a given text. By the age of 11, pupils have a fairly secure awareness of the main function keys and different cursors, though their keyboard speed is variable. Pupils work out the mean number by using a suitable program, while others control the movement of a robot. Pupils in both Year 5 and 6 touch-type using the keyboard appropriately and the oldest pupils have gained experience with control techniques. Data-handling is well established and supports learning well throughout the curriculum. Some younger pupils know how to use a simulation program, whilst others are involved in an animation program. This is being used to develop a range of skills associated with planning and producing an animated film. The pupils involved in the production of a newsletter have fairly well developed multi-media skills.
121. Pupils' attainment reflects the quality of teaching, which is often good in both key stages. Teachers' levels of subject knowledge vary but, in the majority of cases, are secure for the group they teach, and some have well-developed skills. Many teachers employ an interactive approach, but their planning does not always incorporate differentiated tasks. Opportunities to practise skills are built into work in several subjects and encourage pupils to apply their knowledge and skills in meaningful activities. There is a good balance of explanation and practical activity, but direct teaching is not practised enough. Generally, lessons are well paced and effective use is made of resources. Pupils are managed well.
122. The quality of learning is good in both key stages. Most pupils are highly motivated and enthusiastic about hands-on experience of computers. They collaborate well in sharing equipment. They are well behaved and benefit from well-established relationships. Pupils' positive response contributes to their learning. The opportunity to use the information and communication technology suite has a positive effect on the minority of pupils who find it difficult to sustain concentration. Pupils are allowed to work at their own pace. There is no significant difference in the way boys and girls develop their computer skills. Pupils who have special educational needs and those for whom English is an additional language make good progress, overall, in developing their skills at the information and communication technology suite.
123. The school's investment in information and communication technology has started paying dividends. The new suite makes a good contribution to pupils' learning and attainment, though its use across the curriculum is not yet fully developed. Resourcing is good in hardware as well as software. Informal assessment is integral to teaching. However, no procedures are in place for formal assessment or monitoring of teaching and learning in the subject. The subject is well managed. The school has rightly identified the need for staff training in respect of the wider use of computers and its integration into subject teaching.

MUSIC

124. Music is taught in alternate weeks by year groups, which limited the number of lessons it was possible to see. Classroom observations in this report are augmented by a scrutiny of planning, visits to the numerous extra-curricular activities and by videotapes of recent productions and events.

125. By the ages of seven and eleven, pupils' attainment in music is in line with that expected nationally. This is a significant improvement since the last inspection. Pupils progress satisfactorily in both key stages in all elements of music. Performance music is a strength of the school and those pupils who are taught to play instruments by visiting teachers make very good progress.
126. The scheme of work for Key Stage 1 includes all key elements. Pupils are taught to keep a steady beat and to listen to and explore long and short sounds. They sing and perform rhythms displayed on flash cards. Pupils are shown how to control the volume of sound when playing percussion instruments. In the lesson observed pupils explored the use of the human voice. They demonstrated, enthusiastically, the difference between a sigh and a scream. Pupils learned that a different pitch and volume create different moods and responses. In a separate exercise pupils were hushed and still, eyes closed, identifying sounds that they normally do not hear.
127. In Key Stage 2, pupils continue to explore and to make different kinds of music. They learn to appreciate the contribution of others and the value of working together to achieve an effect. They also demonstrate an acute awareness of rhythm and tempo. In one lesson, pupils began by clapping a succession of rhythms set by the teacher. Pupils used hand signals to show that they could tell the difference between high and low pitched notes. They listened to music from Ireland and the Caribbean and enthusiastically sang along. The timidity of the singing remarked upon in the last inspection report has been successfully overcome. In assembly pupils sing well with good expression and clear diction. As pupils progress through the school they learn to use symbols to write down music and to set out a simple picture score to guide them in their playing of percussion instruments.
128. The quality of teaching is satisfactory and often good. Pupils are well managed and teachers usually find the right balance between creativity and control. Creativity is encouraged and all pupils are given the chance to make music. Pupils with special educational needs and those with English as an additional language are given good support. Relationships are good and built on friendliness and respect. Good use is made of a good set of resources, especially the percussion instruments. Pupils respond well to music and they enjoy what they do.
129. Music is well organised and is a vibrant part of the school's culture. This is especially noticeable in assemblies, where pupils arrive to the accompaniment of imaginatively selected world music. Pupils play and sing with confidence and commitment and in so doing bring a great deal of pleasure to those who listen. Many pupils reach a good standard in playing instruments and are very well taught by visiting musicians. The school has an orchestra, a choir and two recorder clubs. Pupil musicians, singers and instrumentalists, take part in local festivals and distinguish themselves by disciplined performance. The videotapes show a school which is at home with music and musical performance.

PHYSICAL EDUCATION

130. Physical education has a firm place in the school's curriculum. The sound standards in attainment and progress observed at the time of the last inspection have been maintained. Dance remains a strong feature of provision in Key Stage 2 and contributes significantly to the cultural life of the school. Dance is recognised as an art form through which pupils may express their own cultural identity and take part in dances from other cultures. The success of this approach is ably demonstrated in the school's regular cultural assemblies.
131. By the ages of both seven and eleven, attainment is in line with national expectations for pupils. In Key Stage 2, attainment in dance is better than that which is normally seen. All pupils make at least satisfactory progress in the development of physical skills. By the age of 11, pupils have made good progress in dance and use ball skills appropriately in small team games. Adequate provision is made for swimming in Year 5, but it was not possible to observe lessons during the inspection week. The school's records indicate satisfactory levels of attainment and progress. For example, most pupils in Year 6 are able to swim 25 metres, which is the national standard for primary schools.

132. By the age of seven, pupils know how to hop, skip and jump and how to retain their balance when brought to a halt in the middle of a movement. Pupils make different shapes with their bodies, both high and low, and show good imagination when negotiating an obstacle. Many show good control when linking actions together. Pupils respond well to the challenges of physical exercise and are pleased with their own improvement. They practise and refine their movements and learn from each other.
133. By the age of 11, pupils have extended and developed their physical skills and by the end of the key stage are well prepared for secondary school. They acquire a good range of ball skills for football, netball, tennis and hockey and practise them in games. There are opportunities for competitive sport with local schools and this sharpens the quality of their play and generates enthusiasm for sport. Pupils learn a Scottish dance in the course of a single lesson and demonstrate poise, balance, control and a modicum of elegance. Pupils work well together and show good judgement in evaluating the skills of others. They are beginning to understand the positive effects of exercise.
134. The quality of teaching is better than at the time of the last inspection. Of all lessons seen, four-fifths were good or very good; the remainder were satisfactory. Teachers have a good knowledge of physical education and often demonstrate what they want pupils to do. Teachers have high expectations of pupils' work and behaviour. The pupils do not disappoint. They take a pride in their appearance and work, and enjoy what they do. All pupils wear appropriate clothing and they do not forget to bring their kit. Lessons are well planned to suit the needs of all pupils, including those with special educational needs and English as an additional language. Teachers enable pupils to build skills progressively and encourage pupils to work together. A good sense of team spirit is evident and classes are well and safely managed. Relationships are good and contribute significantly to pupils' progress. Formal assessment is not consistently used although teachers are aware of what the pupils know, understand and can do.
135. The physical education curriculum is broad and balanced and offers a good range of physical activity. The previously poor acoustics of the school hall have been rectified and teachers now give their instructions with absolute clarity. The physical education programme is very well supported by extra-curricular activities such as football and netball training, badminton, gymnastics and dance to which teachers generously give a great deal of time. Resources are good and well maintained. There is no grassed area for outside play but teachers make the very best use of the facilities provided. Physical education is managed positively and has a high profile in the school.

RELIGIOUS EDUCATION

136. Religious education is taught in blocks of time for each year group and was not scheduled for coverage in many classes during the week of the inspection. One lesson in Year 2 was observed. Therefore, scrutiny of planning documents, assembly observations, videotapes of recent events and conversations with pupils and teachers supplemented the judgements on attainment and progress.
137. By the end of both key stages, pupils' attainment in religious education meets the requirements of the locally agreed syllabus. Pupils make sound progress throughout the school. Continuity in learning is provided by the emphasis placed upon world religious festivals in assembly and by the links that are made with moral behaviour, such as honesty, respect and tolerance. In this way, religious education contributes significantly to the promotion of a harmonious and respectful school community. The videotapes show a school that is proud of its multi-cultural character.
138. At Key Stage 1, the agreed syllabus provides an exploration of special times, people, places and events. Pupils are taught how different people view the world so that they become more aware and respectful of the beliefs of others. In the lesson observed, pupils learned of the foundations of

the Sikh faith and of the beliefs that are held by Sikh people. Pupils recounted their own stories of what they believe and were encouraged to note the similarities and the differences.

139. At Key Stage 2, the agreed syllabus provides stories from different religions and tells how different people celebrate special festivals such as Easter, Divali and Eid. Pupils find out about special figures such as Guru Nanak, Mohamed and Jesus Christ. Pupils are taught to be respectful of others' beliefs and to value them equally. Pupils also study the importance of special religious pilgrimages and talk about journeys they have made or would like to make. Pupils visit places of worship so that they may learn more about different religious beliefs and customs.
140. In the one lesson observed, the pupils responded well to good teaching. Assemblies take place in an atmosphere of mutual respect and understanding. Pupils confidently take part and proudly tell others what they know and believe.
141. The agreed syllabus is being revised and will form the basis for a new scheme of work for religious education. However, many of the topics from the personal, social, and health education programme also cover areas from the local syllabus and this has a positive impact on the pupils' learning. The school has a good stock of artefacts from the world religions that are skilfully used to deepen the pupils' understanding of religious signs and symbols. Religious education makes a strong contribution to the spiritual, moral, social and cultural development of the pupils.