

INSPECTION REPORT

CENTRAL PARK PRIMARY SCHOOL

East Ham, London

LEA area: 316 Newham

Unique reference number: 130995

Headteacher: Mrs. J. Jones

Reporting inspector: Brian Oppenheim
2686

Dates of inspection: 2 – 5 July 2001

Inspection number: 230390

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Central Park Road East Ham London
Postcode:	E6 3DW
Telephone number:	020 8472 5588
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Appropriate authority:	The governing body
Name of chair of governors:	Miss P. Carthy
Date of previous inspection:	24 May 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2686	Brian Oppenheim	Registered inspector	Information technology Design and technology	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
9835	Glenda Spencer	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
25787	Edmond Morris	Team inspector	Science Physical education	How good are the curricular and other opportunities offered to pupils?
22476	Sue Vale	Team inspector	English as an additional language English	How well are pupils taught?
22545	Valerie Hobson	Team inspector	Equal opportunities Mathematics Geography History	
24465	Lesley Reed	Team inspector	Foundation stage Art Music	
28955	Maxine Slater	Team inspector	Special educational needs Religious education	How well does the school care for its pupils?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Central Park Primary School is a very large school in the Upton Park area of Newham in London. There are 630 girls and boys in the school and another 156 in nursery, which makes the school much larger than others. Pupils come from the local area and reflect the wide range of ethnic and cultural heritages in the borough including those from Pakistani, White, Indian, Black African and Bangladeshi families. Over 70 per cent of pupils speak English as an additional language, which is very high, and the school has two extra teachers to help these pupils. The school is given extra money to support 30 ethnic minority pupils. The proportion of pupils with special needs and the number with statements of need are about average. Forty per cent of pupils are entitled to school meals free of charge which is higher than the average. A significant number of pupils either leave or join the school mid way through the year and some have recently arrived in the country. The school has an extra teacher for a few months to help these children and Government funding pays for a learning mentor who works with pupils who find school difficult. When pupils start at the nursery, their attainment is below average, particularly in English language.

HOW GOOD THE SCHOOL IS

Central Park Primary School serves its pupils and their parents very well. Good teaching means that pupils learn quickly and achieve well by the time they leave. Careful and thoughtful leadership, good teamwork and a very strong commitment all help to put pupils and teaching and learning first. As a result the school gives good value for money.

What the school does well

- Good teaching means that pupils achieve well by the time they leave the school.
- The quality of education in the nursery and Reception classes means that pupils get a good start to Year 1.
- Pupils are enthusiastic about their work, enjoy school and behave very well.
- The school teaches the difference between right and wrong very effectively.
- Careful leadership and the way all staff work together well mean that the shortage of teachers has only a small impact on pupils' achievements.
- Relationships between everyone at the school, including pupils, teachers, assistants and dinner supervisors, are very good: this has a strong impact on pupils' achievements.

What could be improved

- Standards are not as high as they should be in mathematics at the end of Year 6 and in writing at the end of Year 2.
- Assessment is not detailed or consistent enough in Years 1 to 6: as a result work is sometimes too easy or too difficult for pupils.
- Information about pupils' performance is not used methodically to pinpoint what the school does well and not so well.
- Attendance in Years 1 and 2 is still not high enough and this limits some pupils' achievements.

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

The areas for improvement have nearly all been identified by the school and are included in its development plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in March 1999 it has improved well. The school has continued to work to raise standards in English, mathematics and science and has been successful in improving pupils' achievements: in English and science results are very high when compared with similar schools. Provision for information and communication technology has improved significantly and standards are now average. A great deal has been done to help senior staff carry out their responsibilities effectively and there is a developing system for monitoring teaching. The school has continued to look at ways of increasing the time given to all subjects: standards are rising but there is still some work to be done on getting the right balance of subjects in the timetable.

STANDARDS

The table shows the standards achieved by pupils in Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1988	1999	2000	2000
English	E	D	D	A
mathematics	E	C	E	C
science	E	D	D	A

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

By the time pupils leave at 11 test results in English and science are very high compared with schools that have a similar number of pupils eligible for school meals free of charge. The results for mathematics are broadly typical for 11 year olds. When these results are put beside the national picture they are below average in English and science and well below average in mathematics. Over the past four years the school's results have improved at a faster rate than the national picture. The school has set sensible targets for the next few years and is on track to achieve them. Early indications of the 2001 tests suggest that the school is maintaining its performance.

The results of the 2000 Year 2 national tests in reading, writing and mathematics were well below average and very low for similar schools. In the same year, standards in science for Year 2 pupils, based on teacher assessment, were also well below the national average but better when compared with similar schools.

When pupils start at the nursery their attainment is below average in comparison with that expected for three-year-olds. In the nursery and Reception, children make very good progress overall and by the time they enter Year 1, the attainment of most children is above average in personal, social and emotional development and mathematics. Attainment is average in reading and speaking and listening but below average in writing. Progress in knowledge and understanding of the world, creative development and physical development is good, so that by the time children start Year 1, standards are above what might be expected for their age and children achieve very well and make good progress.

The work seen in lessons confirms that pupils in Years 1 to 6 achieve well and that standards have improved since last year. In English the average standards in reading, writing, speaking and listening are the result of better teaching and planning, and the introduction of the National Literacy Strategy. In mathematics standards remain below the national average by the end of Year 6 but average by the end of Year 2. This difference is because Year 5 and 6 pupils have less confidence in using different methods to calculate and the good use of the Numeracy Strategy in the Reception classes. In science lessons the standards of pupils in Year 6 have improved year on year and illustrates the high expectations that teachers have of their pupils. The standards of pupils currently in Year 2 are now similar to those expected nationally. This shows that standards in Years 1 and 2 are improving: pupils achieve well in science as a direct consequence of the good teaching they receive. Standards in other subjects are broadly average but lower than expected in history and geography: standards improve as pupils get older and most make good progress and achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils work hard, respect the school environment and settle down quickly to their work.
Behaviour, in and out of classrooms	The majority of pupils behave very well in and around the school.
Personal development and relationships	Relationships are very good and there is very good racial harmony. Pupils have a high respect for others' values and beliefs.
Attendance	Attendance is unsatisfactory and unauthorised absence is very high.

Pupils are quick to help one another and are also careful not to interfere with the work of others. They are keen to do well and the very good behaviour has a positive impact on their achievements. Attendance remains a weakness despite the school's best efforts.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 - 2	Years 3 - 6
Lessons seen overall	Good	Satisfactory	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.

The quality of teaching overall is good because:

- teachers have good relationships with their classes and expect pupils to respond well: as a result pupils listen carefully and are interested in learning;
- the last part of literacy and numeracy lessons are used well to review what pupils have learnt and understood: pupils talk and evaluate their own work maturely;
- lessons are planned well: this supports teaching throughout the school effectively and ensures that pupils know what teachers expect of them.

There are examples of good and very good teaching throughout the school but the majority of the best lessons are in the foundation stage and at the top end of the school in Year 6. Teaching has greatly improved since the last inspection. This has been the most significant factor contributing to the steady rise in standards in most subjects. In English and mathematics teaching is good so that literacy and numeracy skills are taught well. The main reason for the small number of unsatisfactory lessons is that the same work is given to all pupils: this means that some pupils are not stretched enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All subjects are taught throughout the school and there is an appropriate emphasis on English, mathematics and science: this has a good impact on pupils' learning.
Provision for pupils with special educational needs	Pupils with special learning needs are served well and provision is good. Learning support assistants are well managed and pupils are well supported
Provision for pupils with English as an additional language	Pupils with English as an additional language make good progress and achieve well, due mainly to the skilful lesson plans and good teaching of class teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for the spiritual, moral, social and cultural development of its pupils. Provision for moral development is particularly good.
How well the school cares for its pupils	Arrangements for the care, welfare and health and safety of pupils are good but procedures for assessing pupils' academic progress lack sufficient detail about what pupils can and cannot do.

The school's partnership with parents is satisfactory. The school is working hard to improve the part parents play in the life of the school and sees the partnership with parents as a vital part of its work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The headteacher gives a strong lead that is measured and thoughtful: this is one of the reasons why teachers work so well together.
How well the governors fulfil their responsibilities	Governors meet all their responsibilities well and have a sound grasp of the school's strengths and weaknesses.
The school's evaluation of its performance	Teaching is now evaluated effectively but information about pupils' performance is not used methodically to identify strengths and areas for improvement.

The strategic use of resources	Budget planning is now efficient and the school is able to identify where to direct resources.
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The strong lead given by the headteacher and the way staff work as a team contribute much to pupils' learning and the rising standards. Staffing, accommodation and learning resources are adequate. The school has begun to apply the principles of best value but does not always use information to identify what it does well and what could be improved.

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 coming to school. • Teaching is good. • Behaviour is good. • The school promotes very positive attitudes. • The school has improved well in the last few years. • The school is very welcoming. 	<ul style="list-style-type: none"> • Some would like more work to do at home. • Some would like more information about how their children are getting on and about what is taught. • Parents would like to see a more interesting range of activities.

Twenty-six parents attended the meeting for parents before the inspection and just over 10 per cent responded to a questionnaire about their views of the school. Nearly all have positive views of the school. The inspection team agrees with all the strengths identified by the parents. Inspectors also agree that parents do not always get enough information about what their children are learning. However, school reports are broadly sound and so is the range of activities offered to pupils, although there is scope for improvement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards at Central Park are lower than the national average but very high compared with similar schools. The results of the National Curriculum tests, taken when pupils leave the school at the end of Year 6, are below average in English and science and well below average in mathematics. When these results are put next to schools that have a similar number of pupils eligible for school meals free of charge standards are very high in English and science, and broadly typical for Year 6 in mathematics. Over the past four years the school's results have improved at a faster rate than the national picture. Early indications of the 2001 tests suggest that the school is maintaining its performance.
2. The results of the 2000 national tests for Year 2 pupils in reading, writing and mathematics were well below average and very low for similar schools. In the same year, standards in science for pupils aged seven, based on teacher assessment, was also well below the national average but better when compared with similar schools.
3. Attainment on entry to the nursery is below average in comparison with that expected for three-year-olds. In the nursery and Reception, children make very good progress overall and by the time they enter Year 1, the attainment of most children is above average in personal, social and emotional development and mathematics. In communication, language and literacy, attainment is average in speaking and listening, and reading, but below average in writing. Progress in knowledge and understanding of the world, creative development and physical development is good, so that by the time children enter Year 1, attainment in knowledge and understanding, physical development and creative development is above what might be expected for their age. The standards of work are good, and children achieve very well and make good progress. The needs of children with special educational needs and those for whom English is an additional language are met well.
4. The work seen in lessons confirms that pupils in Years 1 to 6 achieve well and that standards have improved since last year. In English at the end of Year 6 standards in lessons are as expected for pupils of this age in reading, writing, speaking and listening. This is an improvement since the last inspection. In Years 1 and 2 writing standards are below national expectations but in line with them in reading, listening and speaking. Poor basic spelling and grammar limit pupils' writing and the school has introduced a scheme to teach phonics to help raise attainment in pupils' writing. The improvement in writing standards from Year 2 to Year 6 is due to better teaching, the introduction of the National Literacy Strategy and more detailed and consistent attention to planning.
5. In mathematics standards for Years 5 and 6 remain below average despite the good and sometimes very good teaching. This is because pupils have not had the advantage of the Numeracy Strategy all the time they have been at school: as a result they have less confidence using different methods for calculating and a limited depth of understanding of numbers. By the end of Year 2 standards are in line with national expectations. This is because the Reception classes have used elements of the Numeracy Strategy in their lessons and children have already begun to make good progress. The quality of teaching for some pupils in Years 1 and 2 is less good than higher up the school and this slows their progress in some classes. Early indications of the results of the 2001 national tests show the school has exceeded its target for Year 2 pupils but has not met its

target for Year 6, although more pupils have reached the higher levels than previously. This demonstrates the school's commitment to raising standards.

6. In science lessons the standards of pupils aged 11 have improved year on year and illustrates the high expectations that teachers have of their pupils. The standards of pupils currently in Year 2 are now similar to those expected nationally. The teacher assessments made recently also support this judgement. This is a good improvement since the last inspection and shows that standards in Years 1 and 2 are improving. Another area of good improvement has been in experimental and investigational work. Pupils are given many well-planned opportunities to carry out their own experiments and learn scientific principles through a practical approach. This is working well to improve their knowledge and understanding of the subject as well as making the work more interesting, enjoyable and relevant. By the time they leave the school pupils achieve well in science as a direct consequence of the good teaching they receive.

7. Standards in other subjects are broadly average by the end of Year 6. At the end of Year 2, like English, mathematics and science, standards in geography and history are lower than might be expected but they are broadly average in art, design and technology, music, physical education and religious education. Standards improve as pupils get older and most make good progress and achieve well: this is because the school has succeeded in improving what is taught and how it is taught by using suitable teaching programmes that are applied well by teachers to plan work for their pupils. In information technology significant improvements have been made since the last inspection: standards are now in line with expectations at the end of Years 2 and 6 and pupils make appropriate progress with their learning. The amount of time spent teaching each subject is still not quite right but the school has firm plans to review the timetable and develop ways to use the available time as efficiently as possible.

8. The use and development of literacy in subjects other than English is good. Science, for example, makes a good contribution to improving literacy skills through pupils writing well-thought out reports on their experiments. Numeracy is also helped by pupils producing tables and graphs to display their findings. A good example of this was the line graphs Year 6 pupils made to show the relationship between water temperature and the dissolving of a sweetener. Information technology supports work in science. For instance, when pupils use sensors to monitor and record the results of experiments such as the amount of light passing through different materials.

9. In Years 1 and 2 pupils with a statement of needs are supported appropriately and achieve well. Extra help from specialist team members from outside the school allows teachers to maximise the pupils' standards. In a few classes there are some pupils with significant difficulties in behaviour where their achievement is not as it should be. This is often because strategies for management are narrow and pupils become unresponsive to them. The achievements of pupils in Years 3 - 6 with special education needs are mostly good. Teaching of ideas is carefully planned and monitored: for example, one pupil started the beginning of the lesson barely understanding place value in tens and units; by the end of the lesson, he was secure in working out problems in thousands, hundreds, tens and units. This was the result of the teacher giving sustained help during the lesson to the pupils with special needs. Other examples included a class working on fractions. Here, teachers were able to tailor the final whole class session to what pupils had understood.

10. Pupils achieve less well where they have little contact with the teacher in the lesson. Teaching assistants focus pupils on tasks appropriately in group sessions but are,

at times, isolated in the whole class sessions because both pupil and assistant often sit at the back, thereby reducing contact with the teacher.

11. Pupils with English as an additional language make good progress largely because they are supported well by class teachers who make good use of questions and give clear explanations about the work. This is particularly noticeable for younger pupils in the Foundation Stage, where learning is well supported by teachers and other adults using the children's home language to help achieve a smooth transition from home to school.

Pupils' attitudes, values and personal development

12. The last report stated that pupils behaviour, values, attitudes and personal development contributed to the improved progress and achievement. These good standards have been maintained.

13. Pupils have very good attitudes towards school. They work hard and respect the school environment. Children in the nursery are especially keen to settle down quickly and get involved with the tasks at hand. Relationships are very good and there is very good racial harmony. Pupils have very good respect for others' values and beliefs. They are quick to help one another and are cautious not to interfere with the work of others.

14. Pupils are encouraged to develop a sense of self-esteem and responsibility for themselves. Good opportunities are given to assume responsibilities, for example, pupils run the tuck shop at break time and take responsibility for the play equipment at lunchtime. Pupils are enthusiastic about house points and take pride in receiving their certificates for good work and praise worthy acts. Homework is given in all key stages including the nursery; many pupils enjoy and complete homework, however, marking is sometimes inconsistent.

15. Pupils take an active interest in what they are being taught and are keen to show what they can do. Most concentrate well and participate in discussions. However, in a few classes in Key Stage 1 where lessons are not well structured, pupils are unable to sustain good rates of learning. Where the problem combines with weak management of the class good behaviour is not sustained. The "restart room " helps pupils to reflect on any aspect of inappropriate behaviour. The majority of pupils behave well in and around the school. This very good behaviour has a significant impact on the attainment and progress of pupils.

16. Pupils move around the school safely and sensibly. They are polite to one another, adults and visitors. Pupils are aware that school rules are there to protect them and respond to them well. Bullying, when it occurs, is dealt with appropriately. The school keeps a close eye on this and has support from parents. There have been no exclusions.

17. Attendance is unsatisfactory and unauthorised absence is very high. This is very evident in Key Stage 1 where parents keep their children at home for the slightest reason and fail to provide an explanation when their child returns from absence. Too many pupils arrive late for morning registration often accompanied by their parents. This lateness sets a bad example for pupils and limits their opportunities at the beginning of the school day in some classes.

18. Pupils with special educational needs reflect the good behaviour and attitudes of the rest of the school. Staff reinforce values and pupils' personal, social and moral development, is good. The provision of a learning mentor from the Excellence in Cities programme further helps those pupils who have difficulties, particularly with behaviour. The "restart room" is a breaktime provision where a duty teacher is available to mediate for

pupils in playground disputes that require time out. With younger pupils, the mediation is often required throughout, but some older pupils have the confidence, maturity and ability to come to their own settlement. This provision has a very positive impact on overall behaviour; the school council report that there is very little bullying and that swearing has reduced.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching overall is good. Out of 124 lessons observed 97 per cent were at least satisfactory or better. Teaching is good or better in 73 per cent of lessons. It is very good in 33 per cent of lessons and excellent in 2 per cent. There are examples of good and very good teaching throughout the school but the majority of the best lessons are in the foundation stage and at the top end of the school in Year 6. Teaching has greatly improved since the last inspection. This has been the most significant factor contributing to the steady rise in standards in most subjects: in English and mathematics, for example, teaching is good.

20. In the nursery and Reception classes teaching is nearly always good or very good. Teachers provide a supportive and secure learning environment so that children are happy, confident and keen to learn. They set high standards for behaviour and manage children well, supported effectively by Nursery Nurses and other adults. This is particularly true for pupils who have English as a second language, where there are many opportunities for them to be supported in their mother tongue. This ensures the smooth transition from home to school and allows children full access to the nursery curriculum. Planning for the foundation stage is good: what children are to learn is clearly defined and well explained to all adults working with the children. Whilst children have time for free play there is also sufficient adult involvement to challenge their thinking and development.

21. In Years 1 and 2, 88 per cent of teaching is satisfactory overall, with 47 per cent being good or better. There are a small number, 12 per cent, of unsatisfactory lessons. A weakness of these lessons is a lack of pace in the introductory sessions and a lack of good classroom management. Very good lessons show that the teachers have very good subject knowledge, and high expectations of their pupils. This was seen in a Year 2 lesson, where pupils were starting to learn how to take notes from written information. Pupils responded well to their teacher's high expectations.

22. In Years 3 - 6 teaching is good, with 78 per cent of lessons being good or better. Of these 32 per cent is very good or excellent. There are no unsatisfactory lessons in Years 3 - 6. Teachers have high expectations with regard to pupils' behaviour and the standard of work they expect them to achieve, and pupils respond well to the challenges they are given. In a very good English lesson in Year 3, pupils relate so well to the teacher that they respond to a very high standard in creating their own A-Z of Central Park school in their ability to reach the teachers' high expectations.

23. Pupils respond well to the good quality teaching and as a result make good progress and learn well. Teachers have a good understanding of all subjects and introduce new ideas in interesting ways. In a very good Year 5 information technology lesson, for example, where pupils were learning how to give instructions to the computer and draw shapes, the teacher was very precise in her use of questions and instructions. This ensured that pupils were fully engaged on the task and made good progress. Lessons are carefully planned and provide a good variety of activities, many of which captivate pupils' interest and help ensure good quality learning. Good use of resources also helps to maintain pupils' interest and clarify what is being taught. In a Year 2 design and technology

lesson, for example, the teacher used both music and visual aids effectively to teach pupils about repeating patterns in material. High expectations and brisk pace are evident in all of the good and very good lessons. A good example was a Year 6 improvised drama lesson. Here pupils were given only 10 seconds to form into groups of five: this challenged them to respond quickly and avoided time wasting.

24. A strength of teaching throughout the school is the way pupils are managed. Teachers have good relationships with their classes and even though there are a large number of temporary teachers, and teachers on short-term contracts, they know the pupils in their care well. Pupils are treated with respect, given instructions clearly and expected to respond well. In return pupils have their own high standards of behaviour and behave well. For example, pupils in Years 5 and 6 change classes daily to go into their English groups. They do this quickly and without fuss, wasting no time. They are ready to start work immediately as they arrive in their new room. In lessons they listen attentively to the teachers because they are interested in learning. They know that learning is important. The theme in assemblies during the time of the inspection is 'learning is important because...' Teachers and pupils refer to this in various different lessons throughout the week.

25. Other strengths of teaching at Central Park include the very good use of plenary sessions to recap what pupils have learnt and understood. Pupils themselves talk and evaluate their own work to a mature standard and teachers are skilled in getting pupils involved in answering questions. Teachers' use of open ended questioning, for example, 'what do you feel about..?' and 'how did you work that out..?' enhances pupils learning. Teachers are specific in their planning to identify key subject related words, which they explain clearly to pupils so that they are all able to follow the lesson. This is particularly helpful for pupils learning English as a second language.

26. The quality of lesson planning is good and supports teaching throughout the school. Learning objectives are clearly identified and are referred to throughout the lesson. For example, in Year 2 learning objectives are not only clearly identified on the board but are also on each individual table: this allows pupils to refer to them without disturbing the teacher and enables them to be independent in their learning. This supports pupils learning and ensures that they are all very clear about the teachers' expectations of them. In good and very good lessons teachers are very well organised they are clear about the content and activities of lessons and this with their good subject knowledge supports pupils learning.

27. The main reason for the small number of unsatisfactory lessons is that work is not matched well to pupils' needs or abilities. Even in lessons that are satisfactory, the same work is given to all pupils: this means that some find it easy and become bored while others find it too difficult. Learning for both groups of pupils thus suffers and is modest at best but unsatisfactory at worst.

28. Bi-lingual pupils make good progress by the time they leave the school helped through the good teacher-pupils relationships. Teachers' planning indicates specific support for pupils with English as a second language.

29. Pupils' learning is good overall, mainly because of the strengths in teaching. Older pupils in particular take their learning seriously and have positive views of the importance of doing well in school. They respond well to good quality teaching. In a very good physical education lesson in Year 6, pupils work hard and obviously enjoy what they are doing.

30. The quality of teaching for pupils with special educational needs is mainly good. In Year 3 classes have targeted support for phonics: activities are varied and keep pupils' interest and staff analyse pupils' needs closely. This has a positive impact on learning but because this does not happen in every class a few pupils do not benefit as much. Assessment of pupils' work, and tracking the progress they make, is not always detailed enough and this sometimes makes it difficult to match work with pupils' abilities and needs.

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

1. The Foundation Stage curriculum for children in the nursery and Reception classes is good. The development of personal, social and emotional skills are given high priority, as are language and literacy and mathematical skills. The provision for creative and physical development and knowledge and understanding of the world is good.

2. All National Curriculum subjects and religious education are taught to pupils aged from five to 11 throughout the school. There is an appropriate emphasis on the teaching of English, mathematics and science that is having a good effect on the progress pupils make in these important subjects. The national strategies for the teaching of literacy and numeracy are firmly in place and are proving effective in raising standards. The last inspection in 1999 said that the school needed to increase the teaching time and give more attention to subjects other than English, mathematics and science. The school has already succeeded in improving the provision in such subjects by adopting suitable schemes of work that are used well by teachers to plan work for their pupils. To address the issue of the amount of time spent teaching each subject, the school has firm plans to review the whole school timetable to find ways to use the available time as efficiently as possible. Subject co-ordinators are now taking a more active role in the management of their subjects by looking at teachers' planning, observing teaching and finding out how much pupils are learning. This helps them to have a secure knowledge of exactly what pupils learn and not just what is planned. Armed with this information they are able to focus on specific aspects of their subjects that need to be improved.

3. The provision of extra staff who are receiving training has a positive impact on pupils with special needs by supporting their inclusion in the curriculum. To supplement the literacy strategy some pupils benefit from basic skills sessions which allows them greater access to other subjects through increased literacy skills. Good standards of discipline, and the way teachers foster a mature awareness of social and moral issues, increases the learning opportunities for pupils with special needs.

4. The curriculum committee of the governing body meets regularly to approve policies and discuss future strategies and initiatives. There are designated governors for literacy, numeracy, special educational needs and for pupils with English as an additional language. The governors have adopted a policy for sex education and one for personal, social and health education (PSHE), which appropriately includes a section on the importance of educating pupils about the dangers of drugs. PSHE is presently mainly taught through circle time and sometimes in time allocated to religious education. It is not yet fully seen as a subject in its own right and the school has identified this, and the inclusion of the teaching of citizenship, as areas to be developed.

5. All pupils are fully included in the life of the school enabling them to benefit from the many learning and social opportunities provided. A few pupils are occasionally withdrawn from lessons for additional support or to learn a musical instrument. Care is taken to ensure that they do not miss any important work in the lessons they are withdrawn from. Only if the benefits they receive outweigh any disadvantages does the school allow them to leave a class lesson. Central Park is a school in which all pupils are valued and great efforts are made to include them in all aspects of the curriculum.

6. The curriculum is enhanced by a range of visits to places of interest, which are linked to their work in class. Recent visits have been made by Year 2 pupils to the Essex coast as part of their geography work and by Year 6 pupils to the Science Museum to

inspire them about science. Year 6 pupils also went on a residential journey to Fairplay House which included many good quality educational and adventurous activities as well as giving pupils many opportunities to develop socially and learn to live harmoniously in an environment away from home. Visitors to the school also help enliven and extend the curriculum. The local police taught pupils about 'stranger danger' and organised a day for Year 6 pupils to take part in a Junior Citizenship challenge. The Member of Parliament for the area has talked to pupils in assembly and was grilled by the school council about his views and policies. Theatre groups and musicians visit the school and give pupils an insight into the performing arts.

7. The school provides an interesting range of additional clubs and out-of-school activities including football, choir, guitar and keyboard tuition, a dance club and a book club. Classes have also been held after school to help Year 6 pupils prepare for their National curriculum tests. There are useful links with the local secondary school with pupils visiting the school to help ease their transfer and teachers from the secondary school visiting Central Park to take physical education lessons and help pupils improve their skills. During the inspection a class was seen being taught athletics by one of these visiting teachers and pupils made very good progress in the lesson thanks to the expert subject knowledge of the teacher. The school also has useful, and profitable, links with a nearby football club with pupils being invited to coaching sessions. Volunteers from the Prince's Trust work in the school gardens and make a useful contribution to the environmental education of the pupils. As part of pupils' work in geography they correspond electronically with children in other schools. These 'e-pals' help pupils learn about life in areas much different to their own.

8. Overall, the school makes good provision for the spiritual, moral, social and cultural development of its pupils. Provision for moral development is particularly good and is a strong indication of the importance the school puts on this aspect of its pupils' learning. The strong moral climate of the school pervades all aspects of its daily life and is actively supported by all members of the school community. Pupils are taught right from wrong from the moment they join the school and are constantly encouraged to reflect on their behaviour and the impact it has on both adults and other pupils. Through discussion of moral issues and stories with a moral message pupils develop a well-balanced outlook on life which stands them in very good stead for their future role as responsible citizens. The development of strong moral values in pupils is clear to see as they progress through the school. The youngest pupils know when their behaviour is unacceptable and by the time pupils leave the school they can make informed moral decisions on such topics as the environment. For example, the school council has recently written to the local council regarding the dumping of rubbish in the area around the school. They set out a carefully considered argument as to the problems this caused themselves and the local community. School staff provide good role models for in their dealings with each other and with pupils. Through their example they foster in pupils the important values of telling the truth and treating others in a fair and respectful manner.

9. Spiritual development is mainly developed through assemblies when pupils are given the opportunity for quiet reflection on their own worth and their place in the world. In assemblies and at other times in the school day they listen to stories about a variety of people and events and learn about the qualities of love, patience, tolerance, compassion and harmony to be found in others and how to relate these to themselves. Such important moments are not always planned for in lessons and teachers are not always fully aware of the possibilities for spiritual uplift, which can occur in all sorts of class lessons. Occasionally there are moments when this will happen purely by chance. A good example of this was seen in a Year 3 science lesson about the properties of different soil types.

One boy, whilst looking closely at a chalky soil sample, found a tiny shell fossil. His face was a picture of pure rapture and the rest of the class were eager to share the experience.

10. The provision for social development is good. The very good relationships found in the school support social development very well. Pupils willingly take responsibility and unobtrusively perform a number of jobs around the school such as taking registers and dinner money to the office staff. Pupils in Year 6 help the younger pupils play games in the playground during the lunch break and take their responsibilities very seriously indeed. They help to sell healthy food in the tuck shop and have a say as to how the profits are spent. The school council is a vibrant and important part of the school with pupils making sensible and thoughtful decisions. Through this they learn the importance of the democratic decision making process and to abide by the will of the majority. The annual residential visit helps pupils learn valuable lessons in living together. In lessons, pupils work together in pairs and small groups sharing equipment and often helping each other to complete a task successfully. Year 6 pupils have produced a 'welcome' book with a photo of themselves and a welcoming message for any new child to the school. All of these planned opportunities help pupils to develop a sense of community and they feel a valued and useful part of the school.

11. Cultural development is also good with pupils learning a great deal about their own and other cultures. They are lucky to be part of a school that is so delightfully diverse and they learn to respect the values and traditions of other cultures and faiths. Displays and resources fully reflect the multitude of different backgrounds of the pupils as well as those from other communities and lands. These not only inform pupils about the world they live in but also the value the school puts on their own heritage. For instance, one prominent display shows the many languages spoken by pupils. In another, pupils have reflected on the feelings of refugees having to flee their own land. School staff, who are also from a range of different lands and cultures, are good role models for the pupils in their friendly relationships with each other.

12. The school is committed to equal opportunity issues and has a policy. The headteacher has recognised the problems arising from withdrawing pupils from classes and this practise has recently stopped. All pupils have access to the school curriculum. Pupils with special needs are given good support to enable them to take full part in class activities. The school will be fully confident that they have taken relevant action to meet all pupils' needs when there is more detailed analysis of groups of pupils' achievements.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

13. The quality of care for pupils in school is effective in all areas of welfare, health and safety, but less well developed in the academic aspects. This is an improvement since the last inspection when the quality of support, guidance and advice was judged as variable. The high standards of care begin in the nursery where pupils are settled quickly and efficiently, establishing a secure foundation as they move through the school. When pupils arrive throughout the school year, the staff satisfactorily meet their needs.

14. The new inclusion policy builds on the previously well-understood behaviour and special educational needs policy. The consistency of approach from all staff helps to maintain the very good ethos throughout the school. The procedures for monitoring and promoting good behaviour are very good and, for example, there is a weekly 'Star' assembly in which the previous week's work and behaviour is discussed and certificates are awarded. Pupils are keen to be recognised and this has a positive impact on their achievement.

15. School staff work effectively with each other and with outside agencies to ensure pupils' welfare and personal development are promoted. The Education Welfare Officer visits weekly and the Learning Mentor, as part of the Excellence in Cities programme, has close links with staff. Pupils to whom she is assigned receive support in class as well as individually on a weekly basis. The school's attendance policy is operating satisfactorily with good procedures that have helped to improve the overall attendance of pupils. However, the attendance of the five to seven year old pupils is unsatisfactory and has a significant effect for the whole school. A computerised attendance recording system is used and kept up to date, but analysis of the data is not yet fully used to help promote the best attendance possible. Parents are aware that holiday requests in term time are not granted in Years 2 and 6. In addition, more than ten days holiday taken by anyone during term time may result in pupils being removed from the school roll.

16. Child protection procedures are well understood by all staff including lunchtime assistants. There is a designated teacher as well as the headteacher and staff can refer difficulties as necessary. There are suitable induction arrangements in place for new or temporary staff to familiarise themselves with school procedures. A strict policy regarding the collection of children from school works well; for example, there were several instances of brothers and sisters arriving at younger siblings' classrooms at the end of the day, but teachers made sure that they saw the parents before allowing them out. An older sister met a child in the nursery unexpectedly, but the staff member took the time to ring the parent at work before allowing them to leave. According to school rules, siblings have to be over 16 years old before being allowed to collect young children.

17. Provision for the support of pupils is good. There are increased levels of support in class with the recent initiatives to introduce teaching assistants as part of the literacy strategy. There is also a team of support staff for pupils with special educational needs (SEN) led by the SEN co-ordinator. This team meets weekly to discuss pupils and issues regarding the support they provide. There is also opportunity for training, such as reviewing and implementing different record keeping methods. Some have, or are about to start, longer term training through City and Guilds qualifications which entails the SEN co-ordinator acting as mentor. Record keeping by assistants has improved. They now have a system of working to objectives that has been discussed and developed with class teachers. Records of how children respond to the objectives are more accurate and an improvement on the previous diary system that merely described what the assistants were doing. Pupils with statements of special educational need are well supported and the statutory requirements are fully met. All those who should, have had an annual review and whilst the individual education plans are in place and reviewed termly, their quality varies. Some have suitable and quantifiable targets whilst others are less clear and have very broad objectives. A diary of informal contacts with parents is also kept, recording telephone calls and concerns in between review dates.

18. All staff are well informed about medical issues and there are guidelines prominently displayed for such conditions as asthma, diabetes and peanut allergy. Teachers also keep guidelines in their planning folders. The school is part of the 'Healthy Schools' project, part of which involves the school council running the tuck shop. This encourages children to be aware of healthy diets as they do not sell chocolate and sweets but fruit, raisins and fruit juices. Lunchtime assistants are fully aware of the policies that operate in school, including the child protection and bullying policies, and they make a strong contribution to the school's positive ethos. Training for lunchtime assistants has taken place including first aid for some and playground games and activities. Some

lunchtime assistants are also teaching assistants so know the children well in other settings.

19. The general health and safety aspects of the school are good. The playground equipment promotes children's development very well. There is a variety of climbing equipment and games painted on the ground. Recent additions are the games tables, picnic benches that have board games printed on to their surface. There is a designated area for football and other physical games. The toilet facilities for the children are good. Children also come into the hall to use the water fountains regularly and it is an indication of their very good behaviour that these are used appropriately and there is no sign of water on the floor. The nursery has a variety of surfaces for play including rubber surfaces around climbing frames.

20. The good provision for personal development is enhanced by the effective 'circle time' sessions in Years 3 - 6. These have a significant impact on pupils' ability to deal with problems and gain skills as they mature. Class teachers use a variety of strategies and opportunities to relate these sessions effectively to other learning, including real life situations such as the 'Restart Room'. This provision enables pupils to discuss their arguments and differences with the help of mediation by staff on duty. They are also given the opportunity to solve their disputes without intervention by staff, thereby promoting good self-discipline. Pupils receive helpful support through the personal, social and health education programme, including sex and drugs education, before moving to secondary school.

21. Procedures for assessing pupils' academic progress are, however, unsatisfactory but the school has identified this area as a priority for development. Records for English, mathematics and science lack detail about what pupils can and cannot do: as a result it is difficult to use them effectively to analyse the achievement of different groups of pupils or individuals. This means that pupils are sometimes given inappropriate work that may be too easy or too difficult for them. Teachers are trying out a new record of attainment for pupils which covers all the subjects. However, using the National Curriculum means that there are very broad criteria to measure pupils' achievement which do not always identify the key skills required in subjects such as geography and history. They also give teachers little help in identifying the next learning steps so that they can accurately target their teaching to pupils' needs. The nursery and Reception classes use the stepping stones approach to learning goals very effectively with small targets that build on the children's previous experiences. As a result the children make good progress which can be clearly measured.

22. Teachers have limited information with which to make changes to the curriculum but they work hard and know their pupils well. However, the information from national test results has not been analysed in sufficient depth. A top English group in Year 6 is mainly girls but this situation has not been confirmed by analysis of results. When the information has been collected and analysed the school can be confident pupils are all making at least the expected progress as individuals and as groups of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

23. Good improvements have been made on this aspect of the school, and parents' views of the school in answers to the pre-inspection questionnaire and the meeting for parents were very positive. However, the school is working hard to develop this aspect further and sees the partnership with parents as a vital part of school life.

24. The school is warm and inviting, displaying welcomes in several languages. The school has worked hard to involve parents in a range of activities, for example, the “parents literacy partnership” where parents have a chance to work with their child to develop their language skills. Opportunities for parents to view their children’s work at the school and become involved in their learning are good. However, during the inspection few parents were seen working in the classroom or in assembly. Parents receive satisfactory information about the school via letters and weekly reports, as the school prospectus is out of date. The annual report to parents is satisfactory, however, a new system is being introduced from this year. A regular flow of information is sent home to parents including newsletters with details of each class’s visits, news and views.

25. The parents’ association, Friends of Central Park, are a hard working group of parents, who help raise money over and above that which is given to the school. Money raised goes to buy equipment that benefits the children. Parents appreciate the time given to them by the staff and the way the staff, including the headteacher, make themselves available to them before and after school.

26. A notice board outside the school provides parents with information about the school. Parents of pupils with special educational needs are kept well informed of their progress and their comments are valued and acted on by the school.

27. Pupils who have a statement of special educational needs have up to date annual reviews and individual education plans. Some parents provide a written report for the annual review but most contribute orally. Parents attend the formal reviews and there is a system of recording informal contacts with the school. Staff make positive efforts to work with parents who have children with a variety of difficulties, for instance, a child who has multiple medical and learning needs has flexible arrangements for schooling when necessary.

HOW WELL IS THE SCHOOL LED AND MANAGED?

28. Central Park Primary School is led and managed effectively. This is one of the main reasons why teaching is getting better and why pupils achieve well compared with similar schools. The headteacher gives a strong lead but does so in a measured and thoughtful way. Similarly, the deputy head, other senior staff and those responsible for co-ordinating subjects, play a central role in the development of the school. These strengths are illustrated well by the way co-ordinators now have greater responsibility for leading and managing their subjects: each now has a budget and an important part of their job is monitoring teaching. What is particularly significant about how the school is led and managed is the way all staff work together effectively and give their full commitment to the school and its pupils. It is this commitment to pupils, the real sense of teamwork and the headteacher’s vision that sustains the school and provides a clear direction for its work. A good example of this commitment and teamwork is the way teachers work closely together to plan lessons and develop their practice. This is one of the main reasons why the shortage of teachers has only a small impact on pupils’ achievements.

29. Importantly, there is another spin off from this sense of commitment and teamwork: it helps to set the tone of the school and its essential ethos. The respect that staff have for each other, and the way they help and support colleagues, sets a strong example to pupils: this is reflected in the way pupils, in turn, respect their teachers and each other. Significantly, too, this good example set by staff is one of the ways in which the school helps pupils to understand the difference between right and wrong.

30. The governing body serves the school well. It meets its responsibilities and has a sound grasp of the school's strengths but recognises that it needs to have a better view of the weaknesses. Governors receive regular and accurate information about the school's budget and use this sensibly to make decisions about spending based on the school's educational priorities. A particular example is the way governors have identified the cost of covering for sickness: here, the governing body, working closely with the school and the local council, are tackling this so that costs are reduced and money released for other priorities. It is also successful in generating income through, for example, West Ham Football Club: the Friends of Central Park, a parent group, is currently helping to raise money to improve the playground. What is significant about the governing body is the way it is trying to improve its effectiveness and have a better understanding of what needs to be improved. It has identified, for example, the need to improve the role of link governors, particularly for special educational needs, and the way it gets to understand how well the school is doing: here, governors understand the need to work with the school in a systematic way and the essential difference between governance and management.

31. Budget planning is now efficient and the school is able to identify where to direct resources. This is because the new headteacher, with the help of office staff, has now organised the finances efficiently and effectively. A good example is the way the school has identified the need to reduce how much is spent on paying for supply teachers. Here, after identifying the high costs of supply cover, the school, with the help of teachers, is able to cover staff absences itself without having to employ temporary staff.

32. A programme of lesson observations has now been set up so that the school can monitor, evaluate and improve teaching: this has had a positive effect on the overall quality of teaching and is beginning to work its way through to pupils' achievements. This is reflected particularly well in Year 6, for example, where teaching is now very good and pupils' achievements are beginning to rise. Similarly, in English, mathematics and science the quality of provision is improving partly as a result of monitoring teaching and because teachers' lesson plans and pupils' books are also used to check quality. Again this is having a positive impact and quality is improving so that all pupils benefit from teaching.

33. Less strong is the way information and data about pupils' performance is collected and used: the school uses information about national test results to judge how well pupils are doing overall, but this is not yet done systematically or analysed in sufficient depth. For example, staff have a clear view of standards across the school and can identify whether they are rising or falling. However, as yet there is no methodical analysis of how well different groups of pupils are doing and whether, for example, boys do better than girls or how different classes in the same year compare. As a result it is difficult for the school to identify groups of pupils who might be doing particularly well or those who might not be doing as well as they should. A Year 6 English group, for example, is mainly girls but this has not been analysed to see why or what impact this has.

34. So, the school knows that there is scope for improvement but is not always able to pinpoint what it is that contributes particularly to pupils' achievements. Other examples include the patterns of attendance and lateness. Here, the school knows that attendance is less than satisfactory in Years 1 and 2 and that lateness in the morning can sometimes be a problem in Years 3 to 6. What it has not been able to identify, however, is whether these have any knock on effects on pupils' achievements. The inspection found some evidence that attendance is limiting the achievements of some pupils in Years 1 and 2 but, interestingly, not that lateness was affecting pupils in Years 3 to 6: but the school itself was not in a position to support this. Similarly there are weaknesses in the school's own systems to assess pupils' achievements and mark their work; because these lack detail it is difficult for teachers to identify where pupils lack knowledge about a subject, or where the

skills to apply that knowledge are lacking. As a result staff are not always able to identify the next steps in pupils' learning. An important point needs to be made here: the school is aware that its assessment arrangements, and the way it analyses the results of these assessments and national tests, needs to be improved. This is why they appear as priorities in the school development plan.

35. The special educational needs co-ordinator has made a significant impact on special needs arrangements working well with the headteacher to further improve provision. As a result systems have been completely overhauled in the last year and there is a new learning support base. Learning support assistants are well managed: for example, there are weekly meetings to discuss individual pupils and issues arising from the week's work and liaison between assistants and teachers is well organised. The learning mentor provided by the Excellence in Cities initiative is managed by the deputy head: it is too early to judge the impact of this initiative but the link between behaviour and learning is not always fully understood by all staff.

36. The qualifications and experience of most teachers is matched appropriately to the subjects they teach. The support given by teacher assistants is good and contributes well to pupils' learning. Staff working with pupils for whom English is an additional language are appropriately deployed but the long-term sickness and problems of filling the posts means this support is not always effective. However, teachers have worked very successfully to limit the impact of these staffing difficulties. What makes the difference is the skilful planning and good teaching of class teachers.

37. Arrangements for supporting newly qualified and unqualified teachers are effective and the school is involved in training new teachers. This involvement in training has a positive knock-on effect: teachers who mentor trainees have been able to develop their expertise in observing teaching and supporting improvements.

38. The building and the rooms broadly support teaching well. Learning resources such as books and materials are mainly sufficient for pupils' needs. The specialist ICT room and the network of computers is a good resource but its small size and the long, thin shape somewhat reduces its effectiveness: it is difficult for teachers to get around to see all pupils or talk to the whole class. High quality displays enhance many classrooms and corridors throughout the school: these stimulate learning and have a positive impact on standards. Standards of cleaning are good adding to the overall quality of the environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. The school should now:

1. Improve standards in mathematics at the end of Year 6 and in writing at the end of Year 2 by:
 - continuing to implement the National Numeracy Strategy with all year groups;
 - continuing to use the scheme for teaching phonics.
(paragraphs: 1, 2, 4, 5, 89, 91, 94, 103, 104, 106)
2. Improve the way pupils' achievements are assessed in Years 1 to 6 so that there is sufficient detail to match class work to the needs of pupils by:

- developing a consistent but simple assessment system;
 - feeding the results of assessment into the already good planning;
 - making sure that where appropriate and practicable pupils are given work that is suited to their stage of learning.
- (paragraphs: 50, 51, 62, 63, 95, 106, 113)

3. Improve the way pupils' performance is used to pinpoint what the school does well and not so well by:
 - monitoring test results by gender, ethnicity, mobility, subject etc to show the achievements of different groups of pupils;
 - analysing and evaluating the results of monitoring to identify the factors that contribute to pupils' achievements and why some groups and/or some subjects do better than others;
 - use other ways of monitoring and evaluating pupils' performance – for example, behaviour and attendance or social development – to ensure that all pupils' achievements contribute to the identification of areas for improvement;
 - ensure that action follows the identification of areas for improvement and include criteria for success, the time scale and costs.

(paragraphs: 59, 61, 62, 63)
4. Improve attendance in Years 1 and 2.
(paragraphs: 17, 44, 63)

Other issues which should be considered by the school

5. Continue to improve the part parents play in the life school and the partnership with parents.
(paragraphs: 52, 53, 54)
6. Develop further the time given to subjects and the way the timetable is organised to ensure the right balance of subjects in the timetable.
(paragraphs: 31, 33)
7. Raise standards in history and geography in Years 1 and 2.
(paragraphs: 7, 123 – 128)

Nearly all these issues have already been identified by the school and included in its development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	125
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	40	48	29	4	0	0
Percentage	2	32	39	23	3	0	0

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

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)	78	630
Number of full-time pupils known to be eligible for free school meals		253

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	13
Number of pupils on the school's special educational needs register	5	136

English as an additional language	No of pupils
Number of pupils with English as an additional language	559

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	109
Pupils who left the school other than at the usual time of leaving	83

Attendance

Authorised absence	%
School data	6.6
National comparative data	5.2

Unauthorised absence	%
School data	1.5
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	49	41	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	37	45
	Girls	24	29	32
	Total	59	66	77
Percentage of pupils at NC level 2 or above	School	66 (76)	73 (77)	86 (87)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	40	38
	Girls	25	28	27
	Total	63	68	65
Percentage of pupils at NC level 2 or above	School	70 (72)	76 (77)	72 (83)
	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	36	54	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	33
	Girls	41	35	48
	Total	66	60	81
Percentage of pupils at NC level 4 or above	School	73 (66)	67 (74)	90 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	20	28
	Girls	40	33	41
	Total	64	53	69
Percentage of pupils at NC level 4 or above	School	71 (55)	59 (57)	78 (51)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	30
Black – African heritage	56
Black – other	27
Indian	62
Pakistani	151
Bangladeshi	46
Chinese	0
White	101
Any other minority ethnic group	68

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	23
Number of pupils per qualified teacher	23
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	606.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	26

Total number of education support staff	4
Total aggregate hours worked per week	30.5

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

Financial information

Financial year	1999/2000
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	£
Total income	1,331,567
Total expenditure	1,327,974
Expenditure per pupil	1,852
Balance brought forward from previous year	10,825
Balance carried forward to next year	14,418

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	708
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	28	1	0	0
My child is making good progress in school.	48	40	3	3	7
Behaviour in the school is good.	51	41	5	0	3
My child gets the right amount of work to do at home.	29	37	12	11	11
The teaching is good.	47	45	3	1	4
I am kept well informed about how my child is getting on.	41	33	19	4	3
I would feel comfortable about approaching the school with questions or a problem.	56	36	1	3	4
The school expects my child to work hard and achieve his or her best.	59	32	3	0	7
The school works closely with parents.	49	32	11	4	4
The school is well led and managed.	48	35	3	0	15
The school is helping my child become mature and responsible.	44	45	4	1	5
The school provides an interesting range of activities outside lessons.	37	20	16	12	15

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

40. Attainment on entry to the nursery is below average in comparison with that expected for three-year-olds. In nursery and Reception, children make very good progress overall and by the time they enter Key Stage 1, the attainment of most children is above average in personal, social and emotional development and mathematics. In communication, language and literacy, attainment is in line with the national average in speaking and listening and reading, but below average in writing. Progress in knowledge and understanding of the world, creative development and physical development is good, so that by the time children enter Year 1, attainment in knowledge and understanding, physical development and creative development is above expectation. The standards of work are good, and children achieve very well. The provision for children with special educational needs and for children with English as an additional language is good. They make good progress in the foundation stage.

Personal, Social and Emotional Development.

41. Children make very good progress in personal, social and emotional development. Standards for most children by the end of the reception year are above the expected level of attainment for children of that age. Development of this area of learning is given high priority, and this makes a good contribution to children's achievements across the curriculum. In nursery in particular, children with English as an additional language are well supported by bilingual staff, and this helps children in their relationships with staff and with each other. In both nursery and reception they work well in groups of varying sizes. Children readily join in activities, and concentrate appropriately on a chosen activity. In the nursery they invent games in their use of small world materials and wheeled toys in the outdoor area. In Reception children know the systems and routines well and play imaginatively with the train track and in the construction area building a stable for a horse with the big blocks. They readily talk about what they are doing and about their preference for some activities. Planned activities promote children's personal, social and emotional development. Children are expected to learn rules and organisation from an early age. They know that when an adult speaks they are expected to be still and listen. Children in both nursery and reception are quick to settle in organised group sessions, and are ready to learn. They work well together. They are encouraged to be independent and achieve well in learning self-help skills. They also readily help each other, for example, in the reception area with the putting on and taking off of painting aprons. They help in tidying up, and even the very youngest replace the equipment they have been using. Children develop good relationships with each other, and have a growing understanding of the wider community in which they live.

42. Teaching is always good and often very good. Good behaviour is promoted through effective teaching. The staff have consistently high expectations of children's behaviour and attitudes to learning. They praise and reinforce good behaviour, and explain why it is important. Children are developing an understanding that an action is wrong if it causes distress to themselves or others. Staff place strong emphasis on the development of social skills, and activities are appropriate to the ages and needs of the children. Staff promote this area of learning well in all that they do. Assessment of children's needs is good, including those with special education needs and English as an additional language. Assessment is undertaken through observation. It relates to expected outcomes of activities, is recorded for individual children and used to inform planning.

Communication, Language and Literacy.

43. By the end of their time in the Reception classes, the attainment of children in reading and speaking and listening is in line with the national average. Attainment in writing is below average. In reading and speaking and listening, basic skills are well taught, and children make a good start with recognition of letters and sounds.

44. Reception children know how to sound out three letter words, and many children are already reading simple texts, some of them fluently, accurately and with understanding and expression. Older children confidently and enthusiastically talk about characters and events, and express preferences for the books they enjoy reading. When they make errors in their reading they are beginning to correct themselves and look for clues to help them from the pictures and from the text. In nursery the children enjoy books and listening to stories such as *The Very Hungry Caterpillar*. They respond with excitement in these situations. They listen well and look at the person who is speaking. When using books themselves, they know how to read from the front to the back of the book, and from the top to the bottom of the page. Children in nursery and Reception take books home regularly and parents support this. A suitable range of books is provided for the children, and this encourages an interest in books and stories. In both nursery and Reception children follow simple instructions and carry out the task, for example, at tidy up time. They enjoy role-play activities, and whilst in nursery they use animals and small world toys to create imaginative stories in 'the jungle'; in the Reception classes they delight in creating roles in the 'Bear Cave.'

45. Children have available pencils and paper to engage in free writing. In the nursery some children can write their name by copying from a name card. Older children can write their name independently using appropriate capital and small case letters. Children are encouraged to express themselves in drawing, and in the Reception classes they make some records of their work. However, this is an area which is not well developed. Children do not have much opportunity to compose stories or their own accounts of things they have been doing.

46. The quality of teaching in this area is good and often very good. Lessons are well planned to foster enjoyment and make learning fun. This contributes to improving children's attention to tasks. The organisation of lessons is good. There is a good range of strategies used to maintain children's interest and provide good motivation in the form of games, which are also used to reinforce learning. Adults who work with the children observe carefully what the children can do and this is used to plan future lessons and to record children's progress.

Mathematics.

47. Children make very good progress in mathematics and most are on course to reach or exceed the expected level by the end of the foundation stage. In nursery a practical approach ensures that children gain a good understanding of mathematical language, and of shape and size. For example, they are shown how to measure when buying material from 'Sadia's Saree Store,' and they count the circles carefully when making their 'Hungry Caterpillars.' They are beginning to recognise the spoken names for numbers and their written figures, associating one with the other. In Reception children apply themselves very well to number problems and consolidate their skills of counting to 20. They count forwards and backwards to 20 securely and the majority can use less and more to describe position of number in a sequence. They have an understanding of ordinal number, which they employ in deciding the position of the racing cars in a pretend race.

More able children count in twos to 20, and can apply the same counting pattern in hundreds, i.e. 200, 400, 600 etc. They use ICT programs to support their mathematical learning.

48. Teaching is always good and often very good. The children enjoy mathematics and in Reception benefit from the daily mathematics focus. Learning is firmly based on practical experiences and the use of varied strategies to engage the interest of all children. Activities are purposeful and build on what the children already know. Work is matched to their abilities and resources are used effectively. Good use of targeted questioning and adult intervention helps children to improve their knowledge, understanding and skill. Staff use mathematical language and children are encouraged to use the correct language in their responses to questions. Detail of what the children know, understand and can do is recorded and this is used to inform planning.

Knowledge and Understanding of the World.

49. Children are provided with a range of experiences, which enhance their knowledge and understanding of the world. They make good progress in this area and by the time they enter Year 1 are likely to have achieved the early learning goals. In nursery they can distinguish groups of creatures, for example, birds and fish in their work with the 'jungle area.' They identify special characteristics of particular creatures, for example, in their drawing of the spiders, and express their likes and dislikes for certain fruits in their reconstruction of the story of the 'Hungry Caterpillar.' They use ICT to support their learning and independently use a sand timer to determine the length of time they work on the computer. In listening to songs and music on the tape recorder, children switch the player on and off for themselves. In Reception they are introduced to musical instruments from different countries of the world, for example, the 'shakira' from West Africa and the 'baja' from India. Staff talk about these instruments coming from the countries to which their families belong which makes it more meaningful for the children. The children can explain clearly how the instruments are played, and can describe in simple language the difference between the sounds that they make. They recognise sounds in their immediate environment, and can tell from which direction a sound is coming. The children also enjoy sand, water and construction activities. They recognise that wet and dry sand have different properties. They can join pieces of a simple jigsaw puzzle and fasten pieces of Lego together.

50. The quality of teaching is never less than good. Discussion with staff reveals that they understand the need to provide children with many and varied activities that will present them with appropriate experiences at their level of understanding. Activities are provided to stimulate and capture the children's interest. The use of first hand resources is used to motivate children. Staff have appropriate understanding of the needs of the age group and of individual children. They plan for careful questioning to extend and reinforce children's knowledge and understanding. Staff are well deployed and interact with children to extend learning appropriately.

Physical Development.

51. By the time children leave the foundation stage, attainment in this area is above national expectations. Children move confidently, and most show control and co-ordination. In nursery children have direct access to an outdoor area, and this is used very well on a daily basis. Children learn to be aware of their own space and that of others in their use of wheeled toys. They carefully avoid bumping into each other. They improve balancing skills by walking along on low apparatus such as beams, and enjoy repeating an

activity they have mastered, for example, climbing on the outside climbing frame. They enjoy exercise and appreciate they can be out of breath after running. In Reception they have use of an outdoor area, but also benefit from specifically planned outdoor physical development lessons. They explore different ways of moving, running, skipping, hopping and jumping. They have a very good awareness of space and use it creatively and imaginatively as they move. Their control and co-ordination is good. They can throw and roll balls with reasonable accuracy, as well as bounce and catch. Children work well together with a partner, displaying growing confidence, dexterity and enjoyment.

52. In both nursery and Reception, children handle tools, objects, construction and malleable materials safely and with increasing control. In the nursery children experiment with moving the mouse to control the arrow on the computer, and by the time they are in the Reception classes are able to have sufficient control to click and select letters, for example, in their use of a phonic program. In nursery clothes from 'Sadia's Saree Shop' are carefully folded, and in both nursery and Reception construction materials such as Lego and Mobilo are used with confidence. Children enjoy working with cornflour and wet sawdust as well as with play-dough and wet sand, which they can pull and mould into various shapes. They complete puzzles with interlocking pieces and play with animals and other small world toys with growing dexterity.

53. The quality of teaching is good and sometimes very good. Planning for a broad range of varied opportunities supports this. Staff praise and encourage children, and children's confidence is developed. They improve their performance as a result of this support. Through the activities provided children learn to take turns and share. Staff encourage children to understand how to use the apparatus and equipment with care and attention to safety. The quality of interaction is good as the staff observe children closely. There are plenty of opportunities for children to develop their imagination alongside their physical skills.

Creative Development.

54. Children make good progress in this area of learning, and by the time they enter Year 1 achievement is above that which would be expected for children of that age. Children have opportunity to explore and experiment with a wide range of tools and materials. They gain skills and confidence in such activities as drawing, painting and modelling. They mix colours for painting, and in nursery many children know the primary colours, red, blue and yellow. In Reception they are encouraged to observe and paint carefully, for example, they copy Van Gogh's 'Sunflowers.' Opportunities for drama and creative play are given through role-play. Children are responsive in story time and in the nursery enjoy singing simple songs and rhymes such as 'Wind the Bobbin.'

55. Teaching overall in this area is good. Staff have high expectations of the children. The knowledge and understanding the staff have of the need to stimulate the children's creative learning is seen in planning and in the environment created. Staff vary activities to keep children focused and to provide as much stimulation as possible. Activities planned for creative learning also promote personal, social and emotional development, for example, in sharing resources and taking turns.

ENGLISH

56. In 2000 the national tests for 11 year olds show that pupils are performing below the national average, and well above for similar schools. Over the last four years there has been an improvement in the standards attained by pupils but with a slight dip in 1998. The

2000 tests for seven year olds show that standards were well below average and very low for similar schools.

57. During the inspection, standards in lessons at the end of Year 6 were as expected for pupils of this age in reading, writing, speaking and listening. This is an improvement since the last full inspection when standards were judged to be well below. In Years 1 and 2 attainment in writing is below national expectations but in line with national expectations in reading, listening and speaking. This rise in standards is due to an improvement in teaching, the introduction of the National Literacy Strategy and more detailed and consistent attention to teachers' planning.

58. In listening, by the age of 11, the majority of pupils listen well in whole class situations and are attentive in group work. Specific teaching of speaking and listening skills, in Year 5 for example, supports pupils improving standards. In speaking, by the age of 11, pupils achieve what is expected for pupils of this age. They offer sensible answers to teachers questioning and the majority join in well during class discussions. By the age of seven, whilst most pupils listening skills are satisfactory there are a small but significant number of pupils who are not so attentive. This is particularly noticeable during the literacy hour lessons when teachers are introducing the lessons.

59. Standards in reading are average. By age 11, more able pupils can read both fiction and information books to a satisfactory standard. They understand and can explain the difference between aspects of language such as metaphors and similes. Pupils read with expression and more able pupils scan text to find supporting evidence for assertions they make. Less able pupils read simple texts to a reasonable standard and can explain the meaning of words such as glossary, index and 'box texts.' Standards in reading by the age of seven for the majority of pupils are satisfactory. However, there is a significant, although small number of pupils whose reading standards are not at the level expected for pupils of this age. When reading individually or in small groups pupils perform to a higher standard than when they are reading big books as a whole class.

60. Standards of writing are in line with national expectations by the end of Year 6 but below at the end of Year 2. This shows that pupils make good progress during Key Stage 2. Pupils write independently for a range of purposes such as letters, poetry, biographies, and accounts in other subjects such as science. More able pupils apply writing rules well, such as writing in paragraphs and using literary conventions. Year 6 pupils write in a variety of different styles including persuasive language and play scripts. Handwriting seen in pupils' books and in lessons, despite a wide variety in attainment, is satisfactory overall. This is an improvement since the last inspection. By the end of Year 2 pupils are starting to write simple sentences independently but what they write is limited by their need for an improvement in basic spelling, grammatical skills and sentence structure. The school is well aware of this and has introduced a scheme for the specific teaching of phonics to help raise attainment in pupils' writing.

61. Teaching overall is good. Very good teaching is consistently seen in Year 6. Pupils' improving achievement is clearly enhanced by better teaching. This is a big improvement since the last inspection. In the very small number of unsatisfactory lessons pupils learning is hindered by the teachers' lack of classroom management. In the majority of lessons, which are good, they are well planned to the National Literacy Strategy with clear learning objectives, which are well explained to the pupils. This helps them to understand the purpose of the lesson and what they should be doing. The large numbers of pupils with English as an additional language are satisfactorily supported by class teachers through the good use of questioning and clear explanations to support their

learning. In literacy lessons teachers identify vocabulary which needs specific explanation to enable all pupils full access to each lesson. For example, in a Year 6 class, the teacher explains very clearly the meaning of improvisation and evaluation to the pupils so that they fully understand exactly what is expected of them in an improvised drama lesson. Whilst teachers are employed specifically for the support of pupils learning English as a second language their particular input has been hindered through long-term sickness. There are no specific strategies in place for the induction of pupils who arrive new to the school with little or no English. Despite this pupils with English as an additional language do make good progress, due mainly to the skilful planning and improving teaching by teachers during lessons; several examples of this were seen in other areas of the curriculum, in science lessons, and in design and technology lessons, where teachers carefully explain the meanings of new words.

62. Lessons in English are organised by capability in Years 5 and 6. This organisation allows all pupils to work to the best of their ability. These lessons along with the support of the classroom assistants support the learning of all pupils, particularly those for whom English is a second language and contributes to the steady rise in attainment. They group pupils of similar ability together and teachers plan tasks to match pupils' needs, which helps to ensure that they understand what they are doing and reading, and can succeed to the best of their ability. Most teachers demonstrate a high level of skill in questioning, checking understanding and helping pupils to increase their own understanding. This motivates the pupils and helps them develop their own skills. Pupils make good progress throughout both key stages. This is particularly noticeable in Key Stage 2 written work where good progress can be seen as the year progresses. Teachers have satisfactory knowledge of how to support pupils with English as an additional language and receive support from teachers from the Ethnic Minority Achievement team and from a teacher from the refugee support team.

63. Pupils show satisfactory behaviour in the majority of lessons. Where there are a few incidences of poorer behaviour, there are satisfactory strategies in place to deal with them in most classes without disturbing the learning or progress of the rest of the class. Characteristics of less effective lessons include a slower pace to the introduction of lessons and poor classroom management.

64. Teaching is well supported by a good range of resources, including big books and white boards for group work, and a very good literacy resource room.

65. The use and development of literacy in other subjects is good. Teachers are careful to use subject-specialist words in their lessons to help widen pupils' vocabulary and develop their ability to communicate and to improve their speaking skills. The specific teaching of basic skills and time-tabled sessions in the curriculum specifically for the teaching of speaking and listening skills enhance pupils learning in these areas of the curriculum and are all positive contributors to the raising of pupils attainment. This also contributes to the achievement of pupils with English as an additional language. Planning is appropriately based on the National Literacy Strategy and pupils are given the opportunity to do extended writing and writing in different forms in other subjects, such as historical accounts and the write-up of science investigations. Word processing is used occasionally to present their work in a different format.

66. The school gives good priority to the teaching of English. Teachers have a good knowledge of the National Literacy Strategy. Whilst there are satisfactory assessment procedures in English, with the use of QCA assessment and SATS tests throughout the school, as yet these results are not sufficiently analysed to make a significant contribution

to the raising of pupils attainment. Marking of pupils work is inconsistent. In some classes it is used effectively to highlight where pupils can improve their work, in other classes no comments are written and this does not support pupils learning. There is no setting of individual targets for most pupils, although some class teachers do give specific comments about areas where pupils can aim to improve.

67. The subject is well led. The co-ordinator plays an important role in the monitoring of the subject. Samples of written work are taken termly to show progress. Monitoring of planning is undertaken regularly and has also contributed to the improving standards. The school is involved in the local authorities family literacy project. This supports both parents and children in their learning of English. Involvement in this project supports the work the school is achieving in raising pupils levels of attainments.

The provision for, and standards achieved, by pupils with English as an additional language

68. The large numbers of pupils with English as an additional language are supported well by class teachers through the good use of questioning and clear explanations to support their learning. In literacy lessons teachers identify vocabulary which needs specific explanation to enable all pupils full access to each lesson.

69. There are two teachers specifically for the support of pupils learning English as an additional language but their particular contribution has been hindered by long-term sickness and problems of filling the positions. There are no specific strategies in place for the induction of pupils who arrive new to the school mid-term with little or no English. Despite this pupils with English as an additional language do make good progress and achieve well, due mainly to the skilful lesson plans and good teaching of class teachers.

70. Lessons in English in Years 5 and 6 are organised by putting pupils with similar capabilities into the same group. These lessons along with the support of the classroom assistants support the learning of all pupils, particularly those for whom English is a second language and contribute to the steady rise in attainment.

71. Teachers have satisfactory knowledge of how to support pupils with English as an additional language and receive support from teachers from the Ethnic Minority Achievement team and from a teacher from the refugee support team.

72. The specific teaching of basic skills and time-tabled sessions in the curriculum specifically for the teaching of speaking and listening skills enhance pupils' learning in these areas of the curriculum and are all positive contributors to the raising of pupils attainment. This also contributes to the achievement of pupils with English as an additional language.

73. Pupils with English as an additional language make good progress. This is particularly noticeable for younger pupils in the foundation stage. Their learning is well supported by teachers and other adults using the children's mother tongues to help with a smooth transition from home to school. The organisation of the children's day also supports their progress as it allows all pupils to develop at their own rate. All activities support the children's language acquisition.

MATHEMATICS

74. In the 2000 national tests the results of 11 year old pupils and seven year old pupils were well below the national average but as good as those in similar schools.

Results for national tests in 2001 show the schools has exceeded its target for pupils aged seven years but has not met its target for pupils aged 11 years, although more pupils have reached the higher levels than previously. This demonstrates the school's commitment to raising standards. The school recognises the very high attaining pupils and makes provision for them to take the higher Level 6 test if appropriate to their ability and personal development. Standards for Years 5 and 6 remain below average despite the good and sometimes very good teaching seen in all year groups. A Year 3 pupil proudly said, "I can use lots of methods. I am good at mathematics." However, pupils in Years 5 and 6 have not had the advantage of the Numeracy Strategy all the time they have been at school and as a result they have less confidence using different methods and a limited depth of understanding. Standards for seven-year-old pupils in lessons are in line. This is because the Reception classes have used elements of the Numeracy Strategy in their lessons and children have begun to make very good progress. However, the quality of teaching in Years 1 and 2 is more variable which slows the progress of pupils in some classes. All pupils with English as an additional language and those with special needs learn as well as pupils in their teaching groups and make good progress.

75. The Numeracy Strategy has been introduced well and the co-ordinator has provided good support to teachers to develop mental and oral work. Pupils learn about all aspects of mathematics: numbers, algebra, space, shapes and measuring, using different units appropriately. Pupils in Years 1 and 2 count confidently and are beginning to use number facts to solve money and time problems. Older pupils in Years 3 and 4 are beginning to show an increasing understanding of numbers and while the standards for the older pupils remain below those expected, in Years 3 and 4 they are in line. Teachers focus on the vocabulary needed and ensure pupils use it in a variety of situations. This provides good language development as well as mathematical understanding.

76. Data handling supports other areas of the curriculum. Year 6 pupils make graphs in science to show how temperature affects the speed at which artificial sweeteners dissolve in a liquid and Year 3 pupils use tallying and make frequency tables with their results. Teachers have good subject knowledge and plan appropriate activities for pupils to use their mathematics in other subjects. Activities in lessons make a good contribution to pupils' social development, as they often work in pairs or small groups to play games or solve problems. Pupils understand fairness and take turns and share well.

77. The quality of teaching is good overall with five lessons out of 20 being very good or excellent. However, the quality of teaching is more variable for the younger children in Years 1 and 2. All teachers plan in detail but sometimes they do not plan sufficiently well for the different abilities in their class which limits pupils' progress. In two Year 1 classes only one activity was provided for all the pupils. This is because the information teachers have about pupils' achievement is unsatisfactory and does not support them in planning the next steps which pupils need to make in their learning. A system for checking pupils' knowledge and understanding is too new to have built up a full picture of the pupils' achievements. However, in lessons teachers are good at making day to day assessments of pupils' needs through marking and by questioning. They make changes to lessons to account for pupils who find the work too easy or too difficult. Most pupils are enthusiastic about mathematics but some find learning new methods very difficult. This is evident in a Year 5 set where pupils do not understand why they need to learn a long method of subtraction when their own method of "borrowing" and "carrying" works well enough. The co-ordinator has identified these pupils as needing additional support in Year 6 and provides their teacher at present with good support. Homework supports the work carried out in classes but there is no homework diary so parents do not know what is expected of

the child and ensure it is done. Also some pupils do not place a high enough importance on the homework and do not return it to school.

78. The co-ordinator's role has developed since the previous inspection in 1999 and she has a very clear understanding of the subject and is fully committed to improving the standards. She has monitored teachers' planning and lessons, and pupils' books. However, developing a way to check individual and groups of pupils' progress remains a priority for the school.

SCIENCE

79. The 2000 test results for pupils in Year 6 show that the standards reached were in line with the national average and well above average when compared to similar schools. Standards for pupils aged 11 have improved year on year since 1998 and in 2000 over 40 per cent of pupils reached the higher than expected level. This percentage was above that found nationally and a strong indication of the high expectations that teachers have of their pupils in science. In 2000, the overall attainment of pupils aged seven, based on teacher assessment, was well below the national average.

80. Inspection evidence indicates that standards for pupils currently in Year 2 are now similar to those expected nationally. The teacher assessments made recently also support this judgement. This is a good improvement since the last inspection in 1999 when standards in science for pupils aged 11 were judged to be below the national average. It also shows that standards in Years 1 and 2 are improving. Another area of good improvement has been in experimental and investigational work. Pupils are given many well-planned opportunities to carry out their own experiments and learn scientific principles through a practical approach. This is working well to improve their knowledge and understanding of the subject as well as making the work more interesting, enjoyable and relevant.

81. By the time they leave the school evidence from lessons shows that pupils have achieved well in science as a direct consequence of the good teaching they receive. Pupils with special educational needs and those with English as an additional language make good progress as they move through the school. Science makes a good contribution to improving literacy skills through pupils writing well thought out reports on their experiments. Numeracy is also helped by pupils producing tables and graphs to display their findings. A good example of this was the line graphs Year 6 pupils made to show the relationship between water temperature and the dissolving of a sweetener. Information technology supports work in science. For instance, when pupils use sensors to monitor and record the results of experiments such as the amount of light passing through different materials.

82. By the age of seven, pupils know some of the properties of a range of different materials such as wood, stone, metal, plastic and wool. They know which materials are natural and which have been manufactured. Pupils, through experimenting, understand that some materials are permanently changed by heating and that others, such as chocolate, can return to their previous state when they cool down. They know the life cycles of plants and animals and the main differences between various animals found in the world. Pupils make simple electrical circuits to light a bulb and record their experiment pictorially. At the age of 11, pupils have a good understanding of the need for fairness in their scientific investigations. They conduct a wide variety of experiments and know that only one variable should be changed at a time or their results could be inaccurate. For example, when studying air resistance they know that the strings on the various sized parachutes they made should be the same length so that the weight would remain the same and not be a factor in how the parachute performed. Pupils are often set challenges to add interest to their work and make them apply their scientific knowledge in real life situations. A good example of this approach was seen when Year 6 pupils were making burglar alarms. The pupils had to draw on their knowledge of circuits to make an alarm work by a pressure pad. They also used the Internet to find out how commercial alarms worked and had a magnetically operated alarm in the class for them to try and find out how it worked. All the work was of good quality and showed a great deal of careful thought with pupils working very well together in groups to try and solve the problem. Pupils have been thoroughly taught all aspects of the science curriculum by the time they leave the school

and, with the emphasis on practical and challenging activities, develop a questioning approach that deepens their understanding.

83. The quality of teaching is always satisfactory and often good or better. This is a great improvement since the 1997 inspection when a third of the teaching in Years 3 to 6 was less than satisfactory. Teachers plan their lessons carefully and share the lesson objectives with their class to enable pupils to focus on the learning intentions and know when they had achieved them. Teachers in each year group jointly plan their lessons: this helps to share ideas and ensure that all pupils have similar coverage of the curriculum. The correct scientific vocabulary is stressed and pupils, from an early age, learn to use it appropriately. This has a very positive impact on learning, particularly for those pupils who have English as an additional language. It enables them to extend their knowledge of both science and English in a meaningful situation. Teachers manage their pupils very well and create a calm and purposeful working atmosphere that helps pupils concentrate on their work without interruption. They are enthusiastic about the subject and this is reflected in the way pupils show a similar level of interest. Lessons are often exciting and teachers use opportunities, which sometimes arise unexpectedly, to further extend learning. A super example of this was seen in a Year 3 class studying soil types: one pupil, to his amazement, found a tiny shell fossil in the chalk sample and the teacher allowed him to go round the class showing it to all the pupils. In lessons where progress is only satisfactory it is often because teachers give pupils too much information and pupils do not have the opportunity to find out things for themselves. Teachers have a good subject knowledge that enables them to make useful teaching points and help their pupils learn new concepts securely. Pupils develop a mature attitude to their work as they move through the school and are keen to succeed. They respond well to the good teaching they receive and their behaviour is very good.

84. Leadership in science is good and the co-ordinator monitors planning and finished work to ensure coverage and judge standards. Some teaching has also been monitored to assess its effectiveness. Test papers are analysed to identify any areas for future development. For example, data handling and the application of knowledge were areas found to be in need of improvement and steps have now been taken to address these successfully. Assessment procedures for investigational work are in place but assessment of individual pupils' standards in other aspects of the science curriculum has yet to be developed. When these are in place the co-ordinator, teachers and the pupils will have a clearer idea of what they need to do to raise standards even higher. The many good quality displays of pupils' work, both around the school and in classrooms, greatly help to raise the profile of the subject and show pupils how much their efforts are valued.

ART AND DESIGN

85. Observations of lessons, together with displayed work show that standards at the end of Year 2 and Year 6 are in line with national expectations.

86. In Years 1 and 2 pupils' understanding and enjoyment of art is developed by combining the requirements of investigating and making with knowledge and understanding. There is also a close connection made between art and design and design and technology. Pupils develop an awareness of pattern and texture in natural forms and made ones. They are taught to explore techniques such as weaving and thus develop an appreciation of how cloth is made. They look closely at the pattern of materials, for example 'tartan' and in early work related to the making of bookmarks develop knowledge of how to fray and knot material. They explore the techniques of collage in the making of flowers for a classroom display.

87. In Years 3 - 6 pupils, including those with special educational needs, develop the basic skills learned in Years 1 and 2, and maintain satisfactory progress. Pupils' attitudes to art are positive and they clearly enjoy lessons. Displays around the school show the development of observational drawings both from nature and from common artefacts such as the pupils' shoes. The pupils use charcoal and pastel as well as paint and pencil to create variety in their work. They explore pattern further in weaving and in the creation of designs for wallpaper and curtains. Pupils' work is well displayed. Art is also used in other areas of the curriculum, for example, in connection with a topic on ancient Greece where pupils produce pottery in the style of the period they are studying. Throughout the key stage pupils work with increasing accuracy and attention to detail when representing things, and in experimenting with a variety of materials, tools and techniques demonstrate increasing control.

88. In both key stages the quality of teaching is satisfactory. In Years 3 - 6 teaching is good. Teachers use a national scheme of work to plan. This distinguishes between the skills, knowledge and understanding that need to be taught in order that the pupils can make progress and have the opportunity of achieving the expected levels for their age. There is no co-ordinator for the subject, but an appropriate range of resources is available.

DESIGN AND TECHNOLOGY

89. The overall provision for design and technology is satisfactory and pupils in Year 6 and Year 2 achieve as well as expected for their age. The key strengths are:

- pupils know how to tackle problems, model their ideas and choose the best solution, and understand that their products will be used by others;
- teachers have good relationships with their classes and expect pupils to respond well: as a result pupils behave very well have positive attitudes to their work;
- teachers plan lessons carefully: both they and pupils know what to do and what they need to do to make progress;
- teachers are becoming more confident and enthusiastic about teaching the subject.

90. Areas for development include:

- pupils are not as knowledgeable about using computers to control simple systems as they should be;
- assessment and the way pupils' progress is recorded are relatively weak;
- the way the timetable is organised means that pupils sometimes go for too long without any design and technology experience.

91. Pupils achieve well in lessons and make good progress in developing their skills and understanding. In a very good Year 2 lesson, for example, about developing different repeating patterns as part of a project on designing a coat, pupils were clear about why they had chosen particular ideas and how this was going to affect their designs. A particularly effective aspect was the way the teacher encouraged pupils to understand that designers have to think about those who will use the products they make. She did this by allowing time at the end of the lesson for a "fashion show": pupils showed their work and the teacher discussed them with the class. In another example, in Year 6, pupils had a good grasp of how to use a template and to join fabric together by using different stitches. Again, this was because of good teaching: an effective demonstration by the teacher ensured that pupils were taught the correct techniques and how to work safely.

92. Teaching very effectively motivates pupils, helps them to behave well and pushes their learning forward at a brisk pace. By the end of the Year 6 lesson, for example, all pupils had begun to stitch their work together, (they were designing and making slippers), having first modelled them in card. As a result pupils' attitudes to learning and their behaviour were excellent: this also helped pupils make good progress.

93. Taking everything together progress since the last inspection is at least satisfactory. Pupils' achievements and teaching have both improved and the government-backed programme for teaching design and technology is now being used to provide a sensible and relevant diet of work for pupils. Management of the subject is also improving: for example, the co-ordinator has started to monitor how well the programme of work is working.

GEOGRAPHY

94. At the end of Year 6 the standards are average and pupils have made good progress since they started school. The standards achieved by pupils at the end of Year 2 are unsatisfactory as is their progress. Judgements are based on lessons, displays, pupils work, discussions with pupils and teachers' planning.

95. The quality of teaching for older pupils is at least good and sometimes very good. Teachers set clear learning objectives that show the skills pupils will learn. Carefully planned activities encourage pupils to be active learners researching topics using books and the Internet. Topics are based on a published scheme that has been altered to meet the needs of the school and the curriculum is culturally relevant to the pupils. They learn about life in an Indian village and when researching the differences between sanitation around the world talk confidently about their own visits to India and Pakistan. Pupils develop an understanding of physical geography and know that people affect their environment in different ways. They research the uses of water in Year 5 and how rivers erode in Year 6. Some pupils are beginning to recognise how they can save water and many understand the difficulties that arise in countries without clean water. They develop a good sense of citizenship and responsibility for their actions. The quality of teaching for younger pupils is unsatisfactory because of the lack of confidence and subject knowledge of the teachers. Limited work in books, and displays that have little geographical content can be matched to the sparse planning. There are no clear learning objectives and teachers do not identify the key vocabulary which pupils need. In a Year 1 class pupils copied a map from the board of a walk they been on two weeks before and drew buildings on the spots identified by the staff. They were unable to talk about turning right or left and many could not recall their home address accurately.

96. The co-ordinator has had a positive impact on the work of the teachers in Years 3 - 6. She is clear about her role and the need to develop the work of the teachers of younger children. As learning objectives have improved for the older pupils opportunities for assessment have become clearer but this is a priority area for development. Teachers need to identify the key skills that their pupils should acquire within each topic to prepare them for future learning.

HISTORY

97. Pupils achieve higher standards than those seen in 1997. By the time pupils leave the school pupils reach expected levels and make good progress. This is the result of the good support given to teachers by the co-ordinator to plan and develop the curriculum. For pupils in Year 2 standards are below those expected and progress is unsatisfactory. The

co-ordinator has had fewer opportunities to support and guide the development of the subject. As a result the teachers have insufficient subject knowledge to identify learning objectives specific to history and cannot plan lessons to teach skills and knowledge effectively.

98. The evidence available during the inspection shows that the standard of teaching is good overall. Younger pupils have covered very little work and the limited planning shows teachers have insufficient understanding of the skills and knowledge which pupils need. Younger pupils learn about changes that occur in their lives and the vocabulary of old and new. Discussions show that they have very limited understanding of history because teachers do not set clear learning objectives for pupils. Pupils are unable to talk about the importance of famous people. Older pupils study topics in history about different civilisations such as the Ancient Greeks and Romans and good links are made with geography when identifying towns and countries on maps. Pupils have well planned opportunities to use secondary sources such as books, artefacts, and use computers to research topics. This makes a good contribution to their achievements in literacy. In Year 6 pupils make good concept maps when they think about aspects they want to research. The school has sufficient resources and makes good use of visits to museums and exhibitions to develop pupils' understanding.

99. Leadership of the subject is good. The co-ordinator is aware of the developments necessary to ensure younger pupils can make good progress. Although the quality of teaching has not been monitored she has made formal observations about pupils work, displays and teachers planning. This has contributed well to the improvement in the subject for Years 3 - 6. There is no formal assessment at the moment but as learning objectives have become clearer for Years 3 - 6 teachers assessments have become more focussed on pupils' skills and understanding.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. The school has made good progress since the last inspection and has improved provision for information and communication technology (ICT) and the standards achieved by pupils. By the time pupils leave the school at the end of Year 6 standards are broadly as expected. Standards are also as expected at the end of Year 2. This is largely because teachers follow a fairly well developed course and there is now an ICT room with sufficient computers so that all pupils can work in pairs.

101. Pupils make good progress with their learning in lessons and achieve well: this is because teaching is good overall. A good example was a Year 5 lesson where pupils were writing instructions and procedures to make the computer draw different shapes. Here, the teacher was careful to review and revise work done in the previous lesson, gave precise instructions and asked good questions to draw out pupils' understanding. The teacher also had good relationships with pupils and expected, and achieved, high standards of behaviour. As a result pupils enjoyed their work and responded well to the task. By the end of the lesson pupils had achieved good results: they used the computers to explore different patterns and relationships and could predict what would happen if they changed the sequence of instructions.

102. Other examples of good lessons include Year 1 pupils who were using the computers to combine writing and pictures. Again, good relationships, high standards of discipline and a careful explanation of the task meant that pupils knew what to do and what was expected of them. Most pupils achieved well and understood how to use the word processing program to edit their writing and change the way it looked. They also knew how to put in a picture with the

writing. Similarly, in a good Year 6 lesson, where pupils were composing emails to send to their pen pals in Australia, relationships were good and teaching was well structured with clear objectives. This meant that pupils learnt at a brisk pace, consolidating what they already knew most effectively. Pupils have a good understanding of the Internet and are using emails and have good ICT skills: for example, pupils can log-on to the network with ease, draft email messages and exchange information with others.

103. Teaching was never less than satisfactory and pupils have consistently good attitudes to their work: but there were one or two weaknesses that stopped some good lessons from being very good or satisfactory ones being good. A few pupils sometimes do not get as much help with their learning as they might: the result is that they do not make as much progress as the great majority of pupils. What is missing is specific targeted support for pupils learning English as a new language such as, for example, help with writing. It is not that support is poor but it tends to be focused on computer skills rather than English skills. This is partly because of the problems the school has had with staff to support pupils who are learning English as a new language and partly because of the design of the computer room. The room is well equipped but small making it very difficult for teachers to get around to see all pupils or talk to the whole class. Nevertheless, within these constraints teaching assistants work effectively and give good support to teachers and pupils.

104. There are also examples of using ICT to support their work in other subjects. In science, for example, pupils use sensors to monitor and record the results of experiments such as the amount of light passing through different materials. In design and technology there are plans to use the computer controlled construction kits and in the nursery computers help children develop their English language and number skills.

MUSIC

105. By the end of both Year 2 and Year 6, attainment in music is in line with what would be expected for pupils at age seven and 11. By the end of Year 2 pupils have had experience of investigating and arranging sounds and creating simple compositions. They have an awareness of rhythm and tempo and that sounds are made in different ways. By the end of Year 6 pupils can accurately and confidently perform, sing two part songs, appraise their work and identify ways of improving it.

106. In Years 1 and 2 pupils learn to respond to music as part of a group by superimposing a chant over recorded music. They have opportunity to communicate their musical ideas through use of instruments and their own voices. They create musical patterns, and their listening skills are appropriately developed by use of pre-recorded music. Pupils recognise when the tempo of the music changes.

107. In Years 3 - 6 pupils sing well in unison and also sing two part songs accurately and with expression. They are able to maintain independent lines well whilst relating to the contribution of others singing a second part. Pupils are confident in their singing and able to perform with controlled phrasing and breathing in line with expectation. Pupils use a range of un-tuned percussion from the good supply of musical resources available. In Years 3 - 6 listening skills are appropriately developed and pupils are expected to relate descriptive language to a range of recorded music. They learn to contrast different styles in music and to respond to different moods. They communicate their opinions well. The curriculum is enhanced for a number of pupils who choose to take advantage of instrumental tuition, which is provided for brass, keyboard and guitar. There is also a school choir, which is open to all pupils.

108. The teaching observed in Years 1 and 2 ranged from unsatisfactory to good. In Years 3 - 6 it was generally good. In good lessons planning had clear learning objectives which were shared with the pupils. Teachers used music specific language and made good use of questions and answers to check pupil's knowledge and develop their musical understanding, for example, exploring how a particular song was structured and helping the pupils to read the musical score. Lessons are carefully planned from the developing music scheme, and teachers use good management skills to provide a balance between teacher-directed activity and pupil participation. Teachers demonstrate an enthusiasm for music, and this has a positive effect on pupils' attitudes.

109. The subject is well co-ordinated by an experienced and knowledgeable member of staff, who is developing a scheme of work from the national guidelines and a recently purchased commercial scheme. She enhances the subject further for the pupils by organising visits six times a year from the local authority instrumental service, and by taking a number of pupils to a concert in the Festival Hall. Concerts are organised in school and many pupils participate. There is a good provision for after school music clubs, guitar, choir, keyboard and an after school dance club.

PHYSICAL EDUCATION

110. Standards attained in physical education are as expected for pupils at the end of Year 2 and Year 6. This is a good improvement since the 1997 inspection when standards were judged to be below those expected and progress was unsatisfactory throughout the school. Only games, athletics and dance lessons were observed during the inspection but, from looking at teachers' planning and photographic evidence, it is clear that all aspects of the subject are taught including swimming, gymnastics and outdoor and adventurous activities. Standards have risen as a direct result of the improvement in teaching throughout the school. Pupils, including those with special educational needs and those with English as an additional language, make good progress as they move through the school. Pupils in Years 5 and 6 have further opportunities to develop their football skills by joining an after school football club run by a teacher and a volunteer parent.

111. Pupils in Year 2 understand the need for correct warm up activities and learn about the effect of exercise on the body. They join in warm up games with great enthusiasm and enjoyment and have a good awareness of space and the need to use it sensibly to avoid collisions. Pupils can throw a beanbag accurately to a partner in a variety of imaginative and interesting ways. The majority of pupils can catch a large ball and return it using a chest or bounce pass. They understand the importance of an accurate delivery if their partner is to be able to catch or strike a ball successfully. Pupils in Years 3 to 6 build on the skills they have learned and by the time they leave the school have improved their throwing, catching and fielding techniques to the point that they can participate successfully in team games. All pupils in Year 5 go swimming and the vast majority are able to swim 25 metres and are confident in water by the end of the year. In athletics, Year 6 pupils throw a foam javelin with correct technique and are delighted when they manage to get their throw just right so the javelin travels a good distance. They also have the opportunity to go on a residential journey and take part in a variety of outdoor and adventurous activities including rock climbing, orienteering, canoeing and practical problem solving. Pupils reach a good standard in dance by the time they are 11 and, in groups, devise their own sequences of movements closely matched to the rhythm and mood of the music. Pupils always dress correctly for lessons and, on the odd occasions when they cannot participate through illness, they are appropriately given evaluation sheets to fill in about the performance of their classmates in the lesson.

112. The quality of teaching is always satisfactory and often good or better with one lesson being excellent. Teachers manage their pupils very well, resulting in time being used effectively to help progress in learning new skills. Lessons move along at a brisk pace with all pupils kept active and fully involved. This was clearly seen in an excellent Year 4 lesson where pupils were learning throwing and catching skills. The teacher constantly challenged the pupils to improve and set strict time limits to make them concentrate on their learning. Pupils made extremely good progress and by the end of the lesson had fully mastered the skills being taught. Teachers plan their lessons well to maximise the learning in the available time. Where teaching is less successful it is usually because the teachers do not have sufficient subject knowledge to give pupils advice as to how to improve their skills. For example, they do not always show them the correct way to control a large ball or to pass it accurately. Teachers fully address all health and safety aspects.

113. The school holds an annual sports day that is very popular with the pupils. There are few extracurricular activities for pupils to attend although the school encourages pupils to join local sports clubs to improve their skills. Assessment and recording procedures to monitor standards and help with planning have yet to be developed.

RELIGIOUS EDUCATION

114. In religious education, pupils at the end of Year 2 are working at average levels in relation to expectations set out in the locally agreed syllabus. Attainment is mainly satisfactory in Years 1 and 2 but there are a few examples of good standards in Year 2. At the end of Year 6 pupils are working at above average levels and their behaviour and attitude to the subject is very good. The principles and values in the religious education provided make a significant impact on pupils' personal development and relationships throughout their schooling. This is especially the case by the time they reach 11 years old.

115. Standards of attainment are highest in the speaking and listening aspects of the subject. Overall, pupils in Years 3 to 6 respect each other's views, do not interrupt and articulate their thoughts logically and meaningfully. Teachers have high expectations of pupils dealing with sometimes complex concepts. The younger pupils can identify distinctive features of their religion. For instance, in a Year 1 class, Muslim pupils were able to say what was special about Eid and what they ate or wore. Similarly, Christian pupils identified special things about Christmas and Easter.

116. When recording their work in books, standards do not match the quality of speaking and listening. Writing is hurried and cursory. Group work tasks are not matched accurately to pupils' abilities, exemplified by pupils in a Year 1 class who were asked to draw special food and clothing and write single words as labels. This was well within the capabilities of many pupils. The more able could have written sentences unaided with accurate spelling. Challenging work was seen in year 2 where a Christian bible story was used which had some difficult words and ideas. Pupils demonstrated that they had learned and retained the ideas by their accurate re-telling and sequencing of the story. A pupil with a statement of needs was well supported by both the teacher and by pairing with another pupil. In some classes in Years 3 - 6, the same work was given to all pupils with minimum extension activities for the more able. Assessment in the subject is not developed adequately. There is no systematic method to record and monitor topics covered and pupils' response to them.

117. Presentation of work is unsatisfactory throughout both key stages. In Years 1 and 2, the worksheets used as sequencing exercises were too big for the books even when cut

up and pasted in. Letters are poorly formed and there is inappropriate use of capital letters in words. In Years 3 - 6 worksheets that were too big for the books were pasted in, resulting in torn and dog-eared edges. Handwriting skills are unsatisfactory and there is poor use of space in books.

118. The main world religions are represented within the school, where Islam is the faith of the majority of pupils. There is also a small but strongly Christian group. Pupils know about the main religions and talk freely and enthusiastically about the different aspects of belief, often relating their knowledge to other curriculum areas. For instance, a Year 1 girl in a group of three Muslim girls was reading a book from the Oxford Reading Tree series called 'The Barbecue'. She indicated dislike of the sausages and said they were not allowed to eat them because of their religion. On further discussion she talked about Halal meat in sausages that she was allowed to eat, thereby demonstrating knowledge of appropriate terminology. Pupils are knowledgeable about similarities and differences in the stories and events from the main religions.

119. When using the medium of speaking and listening the teaching is mainly good, shown by pupils' enthusiasm and knowledge. The planning in Years 3 - 6 is now good, using the locally agreed syllabus, backed up by the QCA schemes of work and a neighbouring borough's assembly bulletin which identifies themes, anniversaries and events for further study in the classroom. Planning for the subject in Years 1 and 2 often intertwines with PSHE and consequently both subjects require clarification and further development.

120. Arrangements for teaching religious education now fully meet statutory requirements and time given to the subject is appropriate. The management of the subject has improved as there is now a co-ordinator who has built up the resources and artefacts to a good level in Years 3 - 6 and satisfactorily in Years 1 and 2. Attainment levels have been raised since the last inspection. This is demonstrated by the very good relationships between peers and pupils with adults, the knowledge and articulation about the subject, the very good behaviour and the contribution made to the social and moral development of the pupils.