

INSPECTION REPORT

GALLIONS PRIMARY SCHOOL

East Beckton

LEA area: Newham

Unique reference number: 131890

Headteacher: Mrs Bernadette Thompson

Reporting inspector: Mr Terry Elston
20704

Dates of inspection: February 26 – March 1 2001

Inspection number: 230485

Full inspection carried out under section 10 of the School Inspections Act 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Warwall Beckton London
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Appropriate authority:	The governing body, Gallions Primary School
Name of chair of governors:	Mr Alec Kellaway
Date of previous inspection:	No previous inspection

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20704	Terry Elston	Registered inspector	Equal opportunities Science Information and communication technology	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
9880	Anthony Comer	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
28200	Paul Stevens	Team inspector	Design and technology Religious education Pupils with special educational needs.	How good are the curricular and other opportunities offered to pupils?
17913	Brian Frost	Team inspector	Mathematics Physical education	How well is the school led and managed?
11901	Dorothy Lowe	Team inspector	Provision for children in the foundation stage English Art and design Geography Music	
27718	Subarshan Abrol	Team inspector	Pupils with English as an additional language History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gallions Primary is a school of average size, with 238 full-time pupils aged between four and eleven, and 54 children who attend part-time in the Nursery. There are 38 more boys than girls. The school opened officially in January 2000, and was built to accommodate children from a housing estate in New Beckton on the edge of the Docklands. Numbers have risen quickly from 116 at the start to its present figure. Very few families own their own houses. The school serves a diverse ethnic community, and, at over 57 per cent, the proportion of pupils who speak one of the 18 Languages found in the school, is very high. Over 70 per cent of pupils are entitled to free school meals, which is well above the national average. The school has around 32 per cent of pupils on its register of special educational needs, which is above the national average. Four pupils have a statement of special educational need, and this is about average. During the last school year, 126 pupils entered the school other than at the usual time of first admission and 16 left it at times which were not those of the normal leaving or transfer for most pupils. This degree of mobility amongst the pupils in this school is very high. Overall, pupils enter the school at standards below the level of the national average, and well below average reading and English language skills.

HOW GOOD THE SCHOOL IS

This is a good school, which, in a short time, has established itself at the heart of this new community. The very strong leadership by the headteacher and deputy head is focused clearly on what the school needs to do to raise standards of pupils' attainment and behaviour, and their strategies are already yielding good results. The school has appointed a young, enthusiastic staff, and much of the teaching is good. The funds are managed well, and the school provides good value for money.

What the school does well

- Standards in art and music, which are above average throughout the school, and in geography, which are above average by Year 6.
- The leadership of the school is of a high quality, with the headteacher totally committed to achieving the highest standards of attainment and behaviour.
- The teaching in the infants and for children in the Foundation Stage is very good, and means that pupils make a very good start at this school.
- The provision for pupils' spiritual, moral social and cultural development is very good, and lies at the heart of the school's ethos.
- The school cares for its pupils very well, and monitors their development carefully.
- Parents are well informed, and are very pleased with the progress their children have made in such a short time.

What could be improved

- Standards by higher attaining pupils, particularly in English mathematics and science.
- The teaching in the juniors, which is too variable, and pupils' behaviour is not always managed well enough.
- The curriculum in information technology and religious education, which is not taught fully, and means that pupils do not learn all the required skills.
- The school's grounds, where the playing field is in poor condition and potentially dangerous, and the play area for the youngest children, where the surface is unsuitable and lacks climbing equipment.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a new school, which has not been inspected before.

STANDARDS

The table shows the standards achieved by seven year olds based on average point scores in National Curriculum tests. No 11 year olds have taken the tests yet.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	n/a	n/a	E*	D
Writing	n/a	n/a	E	D
Mathematics	n/a	n/a	E	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The scores in reading were very low, and fall in the lowest five per cent nationally. Pupils fared better when compared with similar schools, but were still below average in all subjects. These pupils had been at the school for a very short time, and standards by the current Year 2 pupils are significantly higher. This inspection finds that standards by Year 2 are above the national expectation in art and music, where the school's very good support, and high expectations are yielding good artists and musicians. Standards are average in all other subjects except in religious education where pupils' work is well below average and in history where it is below average. Year 6 pupils' standards are above average in art, music and geography, and average in design and technology, physical education, speaking and listening and mathematics. Standards are below average in reading, writing, information and communication technology, history and science, and well below average in religious education. In information and communication technology, pupils have good skills when using computers to search the Internet, but have insufficient equipment to learn all the skills required of them. The literacy and numeracy lessons are going well, and pupils are making good progress in their reading, and very good progress in their number skills. The school has ambitious targets for pupils to achieve over the next three years in the national assessment tests, which they are well on course to achieve.

Given their low standards on entry to this school, pupils achieve well. The young children in the Foundation Stage make a flying start, and soon work at nationally expected levels in all areas of their development. The very good teaching, and well-organised curriculum, provide many stimulating activities to accelerate children's progress. In the infants, those pupils in Year 1 who have been here for the biggest proportion of their school life, and are the best measure of the school's effectiveness, do very well, and are on course to at least meet national expectations next year. Pupils higher in the school are making satisfactory progress, but in some lessons they lose concentration quickly, and time is wasted as the teacher has to remind them to get on with their work. Pupils with special educational needs make good progress, as do those with English as an additional language, because the school assesses their needs accurately and provides good support in lessons. There is too little planned for higher attaining pupils, and this limits the amount of progress they make.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to learning. They enjoy school, and generally concentrate well.
Behaviour, in and out of classrooms	Satisfactory. In most classes pupils behave well, but in some lessons in the juniors they are disruptive, and this affects their progress. Pupils behave well around the school, and play happily together in the playground.
Personal development and relationships	These are good. Pupils are keen to take responsibility, and show a pride in their school. Relationships in the school are good.
Attendance	Below levels found nationally, but improving well. Too many pupils take extended holidays, and this brings the average down.

TEACHING AND LEARNING

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

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 is good overall, and promotes the learning of all groups of pupils well. During the inspection, 62 lessons or parts of lessons were seen. The quality of teaching was satisfactory or better in 95 per cent of lessons, and unsatisfactory or poor in five per cent. Teaching was very good or excellent in 31 per cent of lessons and good or better in 71 per cent. The quality of teaching for children in the Foundation Stage is very good. Lessons and all activities are made interesting and challenging, and this helps these young children make very good progress in all areas of their development. In Years 1 and 2, the teaching is also very good. Teachers are very skilled at managing pupils' behaviour, and their lessons are packed with learning. In the junior classes, there is some very good teaching, especially in Year 6, and this enables pupils to learn good skills at a fast pace. Where a minority of teaching has weaknesses, teachers' strategies for managing pupils' behaviour are not working well enough, and this causes interruptions to lessons. The teaching of literacy and numeracy is particularly good, and that is why pupils' progress in the basic skills of reading and number is so good. In science, the teaching is good in the infants and satisfactory in the juniors. In information and communication technology, the teaching is satisfactory. In religious education, the quality of teaching is unsatisfactory, because the planning is not providing a pattern of lessons that establishes pupils' knowledge, understanding and interest. The quality of teaching and learning in art and music is good. The school has a strong commitment to developing pupils' skills and interest in the Arts, and supplements the good teaching with many opportunities for pupils to experience drama, paintings and music at first hand. The teaching of geography is good throughout the school, and pupils benefit greatly from teachers' good knowledge of the subject. In physical education, the quality of teaching is good, and focuses well on pupils developing appropriate skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall, given the time the school has been open. The school has concentrated on implementing the National Literacy and Numeracy Strategies, and these are working well. The curricular provision for information technology and religious education is not yet fully in place. The provision for pupils' personal, social and health education is very good. Pupils have a very good range of extra-curricular activities, which are very popular.
Provision for pupils with special educational needs	This is good. Pupils make good progress towards their targets.
Provision for pupils with English as an additional language	The school makes good provision, assessing pupils' skills well, and providing good support in classes so that pupils make good progress in their use and understanding of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision. Very good spiritual provision teaches pupils much about the place of God in our lives. Very good moral provision teaches pupils much about right and wrong. Many social opportunities are provided to encourage pupils to work and play together in harmony. Very good cultural provision gives pupils lots of opportunities to learn about the richness of other cultures.
How well the school cares for its pupils	The school does this well. Pupils' academic progress is monitored carefully, and the school keeps useful records of their personal development. The school monitors pupils' attendance rigorously, and this is helping to reduce absence.
How well the school works in partnership with parents	The school works closely with parents, and keeps them well-informed about their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership from the headteacher, who sets high standards for pupils and teachers. Very good support from the deputy head and senior staff who work closely with the headteacher to raise standards of teaching and learning. The good leadership provided by the co-ordinators for English and mathematics is an important factor in the successful implementation of the national strategies for literacy and numeracy throughout the school.
How well the governors fulfil their responsibilities	Governors are knowledgeable, and support the school well. They show a good commitment to raising pupils' standards, but the school's development plan does not say how this will be achieved.
The school's evaluation of its performance	Good procedures are in place for monitoring teaching and the curriculum. The original focus on literacy and numeracy is now broadened to include other subjects through a well organised system of classroom visits.
The strategic use of resources	The school seeks to secure best quality and value when purchasing resources and arranging for work to be completed. They receive valuable support from the highly efficient school administration staff who are very well trained and who use information technology expertly to support financial management.

The accommodation is of a high quality, and supports learning very well. The school has appointed a good team of teachers, who are supported well by classroom assistants. The quality and supply of learning resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The support for pupils with special educational needs. • The way the school teaches pupils how to behave well. • The good quality of teaching. • The leadership of the headteacher. • The way the school has formed such a strong partnership with parents in a short time. • The Breakfast Club, where teachers give up their time to help pupils learn more. 	<ul style="list-style-type: none"> • The poor quality of the playing field.

Parents' views of the school are extremely positive. The team agrees with parents' positive views. The field is, indeed, poor, and represents a potential danger to their children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Only Year 2 pupils, in 2000, have taken the national assessment tests so far, and pupils had been at this school for only a few months. In these tests, pupils scored at levels which were very low in reading compared with pupils nationally, and well below in writing and mathematics. Compared with similar schools, pupils were below average in all three subjects. Few pupils attained the higher Level 3 in the tests, and none did so in either reading or writing. Boys performed significantly better than girls, but no evidence was found of such a difference in this inspection.
- 2 Year 2 pupils in this inspection generally work at higher levels than those indicated by the national tests, as the very good quality of teaching takes effect. The school's targets for pupils to achieve at Year 2 and Year 6 in this year's tests are very challenging, but realistic.
- 3 In English, pupils' attainment on entry to the Nursery is below the standard expected for their age generally, and well below in communication, language and literacy. Nevertheless, they achieve well. Pupils who are now aged seven have not had the advantage of time in the Nursery. Inspection findings show that pupils' attainment is below the standard expected at the age of seven in reading and writing, and close to the standard expected in speaking and listening. This represents an improvement in reading and writing and a substantial improvement in speaking and listening from their low starting point. Most pupils are attentive and listen well. They respond well to questions and discussions, and show by their responses that their understanding of what they hear is average. In reading by the time they are seven, most pupils show an average understanding of simple texts and their reading is generally accurate. However, few pupils have good strategies for reading unfamiliar words and establishing meaning. The use of graded reading books has a positive impact on pupils' learning. The school is gradually improving standards in writing by introducing different forms of writing, and this is improving standards of handwriting, spelling and punctuation through regular practice. The presentation of pupils' work is seldom of a high standard, however, and does not support pupils' progress.
- 4 During the inspection, pupils in Year 1 gathered information about their own experiences and concentrated on writing in sentences and spelling words correctly. Pupils in Year 2 identify rhythm and rhyme, and read aloud with good expression. They consolidate their knowledge of antonyms well through miming games. This approach gains their interest and increases their ability to use the structure of poems as a basis for their own writing.
- 5 In Year 6, pupils' speaking and listening skills are below average. They listen reasonably well, but their speech is often immature. A few speak well to audiences, and the good focus on drama is helping to improve pupils' confidence and articulation. Year 6 pupils respond well to a range of texts in the literacy hour and across the curriculum. They show a basic understanding of significant ideas, themes, events and characters. They are beginning to use inference and deduction, but only at a simple level. They retrieve and collate information reasonably well from a range of sources. In their writing, although standards are well below average, pupils in Year 6 are developing a sound understanding of, and an ability to construct, effective

arguments. They produce some good, imaginative work in poetry, but too much of their writing is untidy, and often they do not join their letters.

- 6 In mathematics, standards are in line with national expectations in both the infants and juniors. By Year 2, pupils have an average knowledge and understanding of the number system. They count with reasonable accuracy, and order numbers to 20 and beyond. Most read, write and order numbers to 100 appropriately. They are beginning to grasp the notion of place value and, through good quality direct teaching, use sound strategies to add together large numbers to 100. In response to the good quality of questioning in both year groups the pupils explain the strategies they use when solving basic addition and subtraction problems. Some of the higher attaining pupils quickly see patterns and relationships in number sequences, and describe rules for recognising whether two digit numbers to 100 are odd or even.
- 7 By Year 6, pupils have an average understanding of place value. They work accurately, and their work is generally well organised and set out clearly. The good quality of the teaching using the National Numeracy Strategy format is reflected in the progress which the oldest pupils make in gaining and using their knowledge of the extension of the number system. Most of the pupils use negative numbers accurately, and understand the relationship of fractions, decimals and percentages.
- 8 In science, the teachers' assessments for seven year olds in 2000 shows that, compared with all schools, standards were below average in science. Compared with similar schools, however, standards were above average.
- 9 The inspection's findings are that, by Year 2, standards in science have risen since those assessments, and are now in line with those found nationally. Teachers give pupils lots of opportunities to conduct experiments and nearly all, for example, record the growth of plants in different conditions with average skill. Most pupils name the parts of a plant accurately, and understand that they come in different shapes and sizes. They use sound illustrations to show step by step stages of their experiments, but their written work is often poor. They have an average knowledge of forces, and a good knowledge of the main parts of the human body. Pupils have an average understanding of how materials can be classified into groups, and speak with confidence about how different materials have specific uses.
- 10 The standards of Year 6 pupils in science are below average. Few have the confidence or skills to devise their own experiments, or know how to select variables to ensure their test is fair. Again, the quality of pupils' recording is weak, and lacks the depth of writing expected of pupils in Year 6. Pupils describe the functions of important human organs with reasonable skill, and conduct sound experiments to show how photosynthesis takes place in plants. Most pupils use scientific equipment well to measure the effect of gravity on objects, and record their findings clearly on a computer program.
- 11 Pupils' standards in information and communication technology by Year 2 are average. They have an average understanding of how to turn on the computer, locate their program and input their text. They use the space bar confidently, and change the case of their letters with average skill. Their work on the Internet is of a good standard, particularly in their research of information for their religious education topic. Year 6 pupils' attainment is below average overall, because they are not taught all the required elements of the information and communication technology curriculum. They have average word-processing skills, and change the size and appearance of

text with reasonable confidence. As in the infants, a strength of their work lies in their use of the Internet.

- 12 In religious education, pupils' standards are well below what should be expected of pupils at both seven and eleven, according to the locally agreed syllabus. At the age of seven, few pupils have a clear understanding of the significance of the Bible. They know little about Jesus and his teachings, or why Christmas and Easter are celebrated. A few understand the symbolism of the cross, but know little about religious buildings. At the age of eleven, pupils have a limited knowledge about what Christians believe, what happens in a church or why the Bible is important. Although their work has covered different religions, their recall of what they have learnt is weak unless it relates to their own faith. They ask very few questions and show little interest in the subject.
- 13 In art and music, pupils' skills are above average, because of the school's strong commitment to give them a wide range of artistic experiences. In art by Year 2, pupils draw with confidence, and use colour and texture effectively. By Year 6, they have a good knowledge of famous artists, and their drawing of portraits and landscapes is above average. Pupils' musical skills benefit from good teaching, and they sing, and play instruments, to a good standard throughout the school.
- 14 In physical education, the standards achieved by pupils aged seven and 11 are generally in line with those expected nationally. By Year 2, pupils demonstrate average games skills, throwing and catching with confidence. They have good gymnastics skills, and control their movements well. By Year 6, pupils' games skills are average, and many dribble, dodge and pivot with good control and co-ordination. They move well in gymnastics, and have a good knowledge of the effects of exercise on the body. Few swim well, however, because the school has taught them swimming for only a short time. Many of the teachers give much of their own time and expertise to organise a variety of extra-curricular sporting activities which enhance the pupils' physical education skills.
- 15 In design and technology, pupils' attainment at seven and eleven is in line with national expectations. By Year 2, they have developed enough skills and confidence to design and make their own products, although their work rarely entails using tools. Pupils have learned about designing from taking apart existing cereal packets, for example, before using the flat shape to re-make the box and carry out their own decoration. As they progress through the juniors, pupils tackle increasingly difficult tasks. They have learned to work more independently, often researching commercial products first, as when designing a slipper. They produce good step-by-step sketches, and, after making their product, consider how successful they have been. The drawings for their plans vary in quality, but some are very precise and carefully coloured, such as those for the design of a shelter.
- 16 In geography, the attainment of pupils at the age of seven is in line with national expectations. It is above national expectations at the age of eleven. By Year 2, pupils have a sound knowledge of the school, the local environment and the natural world. They make clear plans and maps of the school and their route to school, drawing on knowledge gained from walks around the school, the school grounds and the local area. By year 6, pupils have good geographical skills. They conduct good studies of weather around the world, and have a sound knowledge of conditions beyond their own locality. Their investigations of the local environment are researched well, and all have good ideas about what is attractive and unattractive about where they live.

- 17 In history, pupil's attainment is below the national level of expectations throughout the school. By the age of seven, pupils have a basic understanding of how people lived in the past. They know some facts about the invasion of Britain by the Vikings and Romans, but their knowledge of life in Britain at that time, particularly how it compares with life today, is weak. By Year 6, pupils have an average knowledge of some aspects of the Ancient Egyptian civilisation, and give sound factual accounts of life at that time. Their knowledge of conditions in Victorian times is average, and a few have a good awareness of the hardships suffered by groups of people compared with today. Pupils' weak literacy skills often hold them back, however, and this limits the benefit they get from studying sources of information from books or the Internet.
- 18 Pupils achieve well at this school. The attainment of children on entry to the Nursery is below the standard expected for their age and well below in communication, language and literacy. When they enter the Reception classes, they are below the standard expected for their age in communication, language and literacy and number. They continue to do well, and nearly all children enter Year 1 with standards in all areas of learning that are broadly in line with national expectations.
- 19 In their personal development, children in the Foundation Stage make good progress. Children are encouraged to listen attentively, to speak clearly and to extend their vocabulary. They learn to play together in the Nursery and to express and communicate their ideas and feelings through imaginative play. They select and use resources independently, including the use of the computer. They form good relationships with adults and with other children. They learn to dress and undress independently and manage their own personal hygiene. Children's language and literacy skills develop well. They enjoy listening to stories and are keen to join in. They identify the title of a book and read familiar words with reasonable confidence. In mathematics, most children say and use number names to an average standard, both in order and in familiar contexts. They develop their ability well to recognise and order numbers to five and beyond, and count collections of objects accurately.
- 20 In their knowledge and understanding of the world, children make very good progress because the teaching in this area is particularly good. They have a good knowledge of the layout of the school and the people who work in it. They have an average scientific understanding, and have learned much about the weather. They conduct good investigations on how sounds can be made from a range of materials, and use their new knowledge well to make a set of wind chimes using various threads and materials. In their physical development, children do well. They develop their ability to move with confidence, imagination, control and co-ordination in safety. They become increasingly aware of space, of themselves and others, and use the wheeled vehicles in the outdoor play area with good control.

- 21 Children make good progress in their creative development. They explore texture well for effect, and paint interesting portraits of themselves. They use finger paints effectively to decorate kites, study the work of Monet and produce excellent collage to emulate his work. Their creativity is developed well because they are encouraged to explore and experiment with ideas, materials and activities.
- 22 Pupils achieve very well in the infant classes, because so much is expected of their work and behaviour. They make satisfactory progress in the junior classes, but this is more patchy, and related closely to the quality of teaching, and teachers' skills at managing pupils' behaviour. In Year 6, for example, pupils are making very good progress because the pace of teaching, and very good use of all the time available, mean that pupils are pushed very hard to produce their best work. Where progress is slower, too much time is lost as teachers have to constantly remind pupils to listen and concentrate, and valuable time is wasted.
- 23 Parents are delighted that their children have done so well in the short time the school has been open. Pupils in the junior classes have come here from a range of different schools, and this school does well to provide a curriculum which meets their diverse needs. The strong focus on the teaching of the basic skills of literacy and numeracy has been successful in giving pupils confidence to read and write, and work out increasingly complex mathematical problems. In science, teachers' good focus on developing pupils' scientific language, and provision of plentiful opportunities for experimental work, has helped pupils make good progress. Pupils' creative talents develop very well. The many opportunities provided by the curriculum for them to express themselves through art, music and drama encourage all groups of pupils to take part in school productions, local concerts and exhibitions. This gives pupils confidence in front of others, and develops good skills along the way.
- 24 Pupils with special educational needs make good progress throughout their time at the school, and achieve well, particularly in reading and mathematics. In their reading, many pupils have made great strides, and parents speak highly of the way the school's support has improved their skills. In mathematics, pupils with special educational needs have benefited from the good structure of the numeracy lessons, and show ever increasing confidence in their use and understanding of number.
- 25 Higher attaining pupils do not achieve well enough overall. When lesson plans give them challenging extension work, these pupils do well, and make very good progress. Too often, however, they are set the same work as other pupils, and this restricts their progress.
- 26 Pupils with English as an additional language make good progress. They are well supported, and, whilst many enter the school with little English, their speech and understanding improve quickly.

Pupils' attitudes, values and personal development

- 27 The pupils' attitudes to school are good. They enjoy coming to school and the interest they show in lessons and in the range of activities outside the classroom is also good. Parents are pleased that their children like coming to school and feel that they make good progress. They also believe that behaviour is good, that children are helped to become mature and responsible, and that they are encouraged to work hard and do their best. Overall, behaviour is satisfactory and all agree that it has improved since the school opened. In lessons where teaching challenges and inspires pupils, and where appropriate behaviour strategies are applied, behaviour is very good and

occasionally excellent. Where this is not the case, behaviour often deteriorates and can be poor. The behaviour policy is generally applied consistently throughout the school and the system of individual and class awards for good behaviour, good work and attendance is effective. There have been three fixed term exclusions during the last school year. There is no evidence of oppressive behaviour.

- 28 Pupils generally respect each other's feelings and beliefs, but where this is not the case, situations are dealt with firmly but sensitively. Pupils play happily together in the playground and they move around the school in a sensible manner. Relationships between pupils, and between pupils and adults, are good throughout the school.
- 29 Pupils are very keen to show initiative and to take responsibility. They help organise equipment in class and in assemblies. They show great responsibility when taking part in School Council activities, collecting the views of other pupils and showing considerable maturity as they discuss possible changes to school policy.
- 30 Overall, the attitudes, behaviour and personal development of pupils make a significant contribution to their learning.
- 31 Pupils' attendance overall is unsatisfactory and unauthorised absence is above the national average. However, there is evidence that attendance has improved during the current school year and that unauthorised absence is reducing. The school has worked hard to improve attendance, but some parents still take their children on extended holidays abroad. Some pupils arrive late for school but the rigorous application of timekeeping at the start of the day is reducing this number steadily.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 32 The quality of teaching is good overall, and promotes pupils' learning well. During the inspection, 62 lessons or parts of lessons were seen. The quality of teaching was very good or excellent in 31 per cent of lessons and good or better in 71 per cent. One of the lessons was unsatisfactory, and two poor; all three of these lessons were in the juniors. Parents agree that the quality of teaching is good, and that it promotes good progress. The teaching staff is young, and while this makes for some inconsistencies as they develop their skills, it gives an excitement to many lessons.
- 33 The quality of teaching and learning in the foundation stage is very good, and children make a very positive start to their education in all areas of learning. Teachers' knowledge and understanding is very good and they teach the basic skills very well, enabling children to acquire knowledge, skills and understanding systematically. They plan very effectively, and have high expectations of work and behaviour. As a result, children put considerable intellectual, physical and creative effort into their work. Teachers use effective methods and manage their pupils well, so that children's interest and concentration is maintained. They use time and resources very well. Adults work as a team and ensure that children's pace of working and productivity is appropriate. The quality and use of everyday assessment is very good, and is used well to inform planning. All children, including those with special educational needs and those for whom English is an additional language, make very good gains in their learning. Homework is used effectively to support reading.
- 34 In Years 1 and 2, the quality of teaching and learning is very good, with 80 per cent of lessons at least good, and 40 per cent very good. None of the lessons was unsatisfactory. Teachers generally show a very secure knowledge of the subjects they teach, and all make lessons interesting, so that pupils enjoy learning. Their

direct teaching works well, and promotes pupils' learning of new skills effectively. Their management of pupils' behaviour is very good, because they have high expectations of how pupils should act, and this helps pupils get the most out of their time in school. They are quick to praise pupils who behave very well, and this encourages others to do the same. The planning of lessons is generally good, and very good for average and below average pupils. It does not always, however, provide enough to challenge the higher attaining pupils. The teaching of literacy and numeracy is particularly good, and ensures that pupils' learning of the basic skills of reading and number progresses quickly. The strengths of the teaching were exemplified in a numeracy lesson in Year 1, where pupils were informed clearly at the start of the learning expected of them, and then highly motivated by the way the teacher questioned them about the 100 square. During the group work, different sets of pupils attacked tasks appropriate to their attainment, and there was a buzz of activity. The teacher's high expectations, and expert management of their behaviour meant that, at no time, did she need to interrupt the lesson, and pupils worked hard throughout. The teacher's plenary at the end showed that all groups of pupils had made very good progress in their understanding of subtraction.

- 35 In the juniors, the quality of teaching and learning is satisfactory, but lacks consistency. Here, while 61 per cent of lessons were good or better, and 29 per cent very good, ten per cent were unsatisfactory or poor. Lessons are generally well planned, but, as in the infants, with insufficient regard for the need to extend higher attaining pupils. This has the effect of all pupils moving towards national standards, but few exceeding them. The difference in the effectiveness of lessons lies in the management of pupils' behaviour. In the best lessons, characterised by many in Year 6, teachers have effective strategies to manage behaviour, and apply their rules consistently. They reward pupils who behave very well in an obvious way, praising them enthusiastically, and this makes all pupils strive for this standard. Where lessons fall down, the teacher's rules are less clear, and pupils are allowed to fiddle with magnets, for example, when told not to. This has the effect of slowing the pace of lessons as the teacher has to keep reminding pupils to concentrate. Throughout the school, the quality of teachers' marking is good, and many books have helpful comments to help pupils improve.
- 36 Looking at different subjects, the teaching of literacy is very good, and of numeracy it is good throughout the school, and that is why pupils' progress in the basic skills of reading and number is so good. Teachers have embraced the principles of the respective national strategies with vigour, and work hard to teach specific skills. After providing group work for pupils to apply and consolidate their new learning, they move on to assess the progress made in the plenary session, using carefully formulated questions to probe pupils' understanding.

- 37 In science, the quality of teaching is good in the infants and satisfactory in the juniors. Teachers are particularly good at explaining the meaning of scientific terms, and this gives pupils a sound technical vocabulary. In information and communication technology, the teaching is satisfactory, and teachers have made a sound start at using the new computer suite. In religious education, the quality of teaching is unsatisfactory, because the planning is not providing a pattern of lessons that establishes pupils' knowledge, understanding and interest. In addition, teachers are inconsistent in expecting pupils to record their learning either in pictures or in writing. Consequently, the level of pupils' written work, and their knowledge, are poor.
- 38 The quality of teaching and learning in art and music is good. The school has a strong commitment to developing pupils' skills and interest in the Arts, and supplements the good teaching with many opportunities for pupils to experience drama, paintings and music at first hand. This results in pupils growing up with an interest in these activities, and developing good skills. The teaching of geography is good throughout the school, and pupils benefit greatly from teachers' good knowledge of the subject. In physical education, the quality of teaching is good, and focuses well on pupils developing appropriate skills. Too little teaching of design and technology and history was seen to make a judgement.
- 39 The quality of teaching and learning for pupils with special educational needs is good overall, and pupils make good progress, especially in their reading. Parents speak very highly of the gains in skills and confidence made by their children at this school. The co-ordinator for pupils with special educational needs works closely with teachers and support assistants in helping pupils who have special educational needs. The quality of teaching in withdrawal sessions is good. It is particularly effective in supporting pupils' language development by linking handwriting to spelling, for example. However, some sessions are too long, and pupils begin to lose concentration towards the end.

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

- 40 The quality of the curriculum is satisfactory overall. The school has worked hard to build the curriculum, and, in less than a year has most of the subjects well in place. Within the classroom, the school meets the requirements of the National Curriculum in all subjects except religious education and information and communication technology, neither of which is taught fully. The school has put in place sound policies and programmes for learning. It is now engaged in improving these programmes, so that they meet the needs of its own pupils. The school is beginning to extend pupils work in such subjects as history by using the Arts to develop their understanding. The planning that supports the delivery of the curriculum is generally good, and provides a clear structure to lessons. The school provides some good opportunities for pupils to develop their numeracy skills in other subjects, but teachers are not so good at encouraging pupils' literacy skills in the same way. The school's strategies for teaching literacy and numeracy skills are good. Teachers organise well-structured literacy lessons which successfully develop pupils' reading and writing skills. Numeracy lessons are taught well, and ensure that pupils make good progress with their mathematical skills. A weakness in the numeracy provision lies in the shortage of opportunities to apply their mathematical skills to real-life problems.
- 41 For children in the Foundation Stage, the quality and range of learning opportunities are good, and this helps all groups of pupils make good progress in all areas of their development. The appropriate statutory curriculum is in place. The provision is well

led by an experienced and enthusiastic co-ordinator who is sensitive to the needs of the children and the need to introduce them to a wide range of experiences. The staff in the Foundation Stage work together very effectively for the benefit of all the children in their care.

- 42 Provision for special educational needs is good. The co-ordinator gives very good leadership, so that all teachers and assistants collaborate in caring for the pupils. Individual education plans and pastoral support plans focus very well on the pupils' needs. They not only set targets for literacy and numeracy, but also attend to pupils' personal development. Targets that relate to pupils' behaviour are having a good effect, and pupils who entered the school with significantly disruptive behaviour now seldom disrupt their class. Well-qualified learning support and classroom assistants provide good support within the classroom, and services outside the school contribute effectively to the good progress pupils make. Where pupils are withdrawn, teaching entails work that is very relevant to what is being carried out in the classroom. The school keeps parents well informed, and reviews of pupils' progress take their views and those of their children into account.
- 43 For a school of its size, the range of activities outside lessons is very good. Furthermore, pupils take advantage of the clubs, including a high percentage of those with special educational needs. Teachers provide a variety of sports, including basketball. There are also activities related to the arts, including music on recorders and clarinet. There are other interesting clubs including using computers and cooking. The school also provides an excellent early morning 'Breakfast Club' to give invaluable support to pupils who benefit from extra work on their language skills. Pupils enjoy the activities, saying, 'This helps me a lot with my spelling and handwriting'. There are regular lunchtime activities when pupils enjoy using the library and working on a computer. The school is making an increasing number of visits, and is planning a residential course to develop pupils personally and socially. Many pupils have had an exciting opportunity to take part in an opera as part of the 'Year of the Artist'. Some pupils who needed further support for their literacy and numeracy skills have been able to attend a very helpful summer school.
- 44 Provision for pupils' personal, social and health education (PSHE) is very good. Although there is no written policy the programme is well planned. The school sets time aside for discussions (often called 'Circle Time'), where pupils explore such themes as relationships, feelings and self-esteem. Teachers appropriately expect pupils to consider different points of view. These lessons are very effective in raising pupils' understanding of sensitive issues. One pupil openly acknowledged his poor behaviour in the playground, and requested that pupils suggest ways they could help him. His spontaneous 'thank you' reflected genuine gratitude for their offers. Within the rest of the curriculum, pupils cover themes such as 'Myself', 'The Local Area' and 'The Community'. The school has a sound programme for sex education and teaching about the misuse of drugs. The school is working well to develop pupils' sense of social responsibility. To this end it has established a School Council which pupils appreciate as a means of having a say in the running of the school. They enjoy the opportunity, for example, to discuss improvements to the playground, with one pupil explaining with maturity, 'We are trying to make things better for the children'. In conjunction with this, the school has negotiated its rules with pupils. The school supports pupils in their work for charities such as Save the Children Fund and the RSPCA. The police and fire services make regular visits to the school. Personal and social education is helping pupils to become more aware of how their school community is affected by their own attitudes and behaviour towards one another.

- 45 The school makes very good provision for the pupils' spiritual, moral, social and cultural development. Throughout the school, the teachers place great store and value on the pupils' ideas, beliefs and cultural traditions. They provide a host of relevant experiences, which contribute greatly to the pupils' spiritual development. These frequently occur through planned experiences particularly in the expressive arts, literature, in some religious education lessons and in school assemblies. For example, after reflecting on the story of the Crucifixion the pupils responded in poetry. One pupil wrote about Mary's feelings.

*' Seeing my son dying in front of me was miserable. He was my only son.
I don't think I will be able to eat for three days'*

Another pupil wrote,

'... his mother cried, so did his dad.

Mary felt lonely and sad.

Jesus died in faith; no-one can deny that'.

- 46 In complying with the statutory requirement to hold a daily act of collective worship, class and school assemblies are reverent occasions, which provide the pupils with a variety of relevant experiences which promote very successfully the pupils' spiritual development. For example, during an assembly taken by a visiting member of the clergy, comparisons were made between the Christian festival of Lent and the Muslim festival of Ramadan. The pupils were led to reflect upon their own experiences and to consider how they might help and care about others. The tranquil serenity of flickering candle light provided an air of peace and spiritual calm prior to the pupils bowing their heads in prayer.
- 47 The school's Code of Conduct upholds high standards of care, respect and positive relationships. All of the adults working in the school provide good role models. The pupils are taught the difference between right and wrong, and to consider how their actions and behaviour might affect other pupils and adults in the community.
- 48 Many opportunities are provided for the pupils to take responsibility. This helps them to contribute in a mature manner towards the school community. The recently formed School Council provides an additional focus and makes a valuable contribution to the pupils' moral development. This dimension is also promoted through planned experiences in lessons. For example, in classes for children in the Foundation Stage, this element of the curriculum is developed through traditional stories such as 'Jack and the Beanstalk' and 'Goldilocks'. For older pupils, subjects such as geography provide useful opportunities to explore relevant issues. For example, in a Year 4 class the pupils were able to discuss the moral and social issues related to pollution.

- 49 The school places great importance on the development of the pupils' social skills. Pupils are given numerous opportunities to develop responsibility, self-confidence and independence through the systems and structures which the school has put in place. In lessons, group work makes a significant contribution to this dimension of the pupils' development. The pupils are helped to consider the thoughts and feelings of others and to co-operate productively when working together. The importance the school places on good relationships is a major factor which contributes to the pupils' social development. Such provision is evident in extra-curricular activities, at lunchtimes and when visitors come to the school.
- 50 The pupils' cultural development is a very strong feature of the provision. A significant strength of the provision here is the way all staff work with such success to bring together the many different cultures in the school. These differences are celebrated to the extent that all pupils, whatever their ethnic origin, are made to feel an important part of this diverse community. Vivid displays, books, visitors to the school and many subjects make an important contribution. For example, in a Year 5 class, the pupils were introduced to Shakespeare's 'Macbeth' through drama. They acted out their interpretation of the witches' scene and in doing so demonstrated their interest and liking for literature which they had not encountered before. In another class, the pupils were introduced to Caribbean poetry as part of a series of lessons on poetry from other cultures. They were helped to appreciate the special rhythm through mime, assisted by their teacher's expert banjo playing which accentuated the rhythm. The school provides its pupils with a rich and varied programme of visits, including those to the seaside, museums, theatres and the Millennium Dome. In addition, visitors to the school, including police, drama group, artists and the fire service have recently made valuable contributions to the pupils' cultural development.
- 51 The school has set up satisfactory links with the community to develop pupils' understanding of the world around them, and help them grow as citizens. Artists in Residence have helped pupils to produce very good artwork, for example. Year 5 is working with a local university to plan improvements to the school grounds, and, together with Year 6, has developed the school's own website. The school has strong links with the local secondary school, which benefits pupils through increasing the resources available to them. More importantly, the schools are gradually developing their curricula so that what pupils learn in Year 6 leads to their work in Year 7.
- 52 The school has placed good emphasis on curriculum development by appointing a co-ordinator. She is providing strong leadership in ensuring a co-ordinated approach, in order to achieve the school's aim to develop every individual pupil.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 53 The support and guidance which pupils receive, both formal and informal, is good. The teaching and non-teaching staff know the children and their families well, and respond to their needs effectively.
- 54 The school's policies and procedures successfully promote discipline, good behaviour and health and safety. The system of awards for good behaviour and work is well understood and much appreciated by pupils and parents. The assembly during which these awards were made was an uplifting experience and demonstrated the whole-school commitment to these policies. Procedures for child protection and for ensuring pupils' welfare are very good. Liaison with the education welfare officer, the school nurse and all other outside agencies is very good, although the school has

some concerns about the effectiveness of communication with Social Services through their 'call centre'.

- 55 The school has put in place some good systems to monitor and evaluate pupils' progress. Pupils' assessments from their previous school are used effectively to show teachers the levels at which pupils are working when they enter the school. This is good practice, because it enables teachers to gain an early view of pupils' skills and weaknesses, and plan work accordingly. Children at the Foundation Stage are assessed early in their school life, and teachers build well on this knowledge by compiling daily assessments of children's progress. The school has good systems to measure pupils against national standards in English and mathematics, testing them several times each year. These scores are made more useful by the school's introduction of a non-verbal test, which enables teachers to see how well pupils are performing relative to their ability. The school has concentrated initially on assessing the core subjects of the National Curriculum, and the monitoring of pupils' progress in subjects other than English, mathematics and science is not fully in place. Whilst this makes for some inconsistencies at present, the headteacher has the development of a whole-school assessment policy as a priority. Some of the most useful assessments are made on the teachers' lesson plans. After the lesson has finished, the teacher evaluates how well it has gone, and identifies areas to revisit with the whole class, or individual pupils. This works well; it helps teachers plug gaps in pupils' knowledge, and enables the school to measure how well the new curriculum it has put in place is teaching pupils the necessary skills.
- 56 The school playing field is currently a health and safety risk. Whilst it is not formally in use, casual use by pupils has to be monitored and prevented so as to avoid potential injury.
- 57 Procedures for recording and monitoring attendance are very good. The school works hard to promote the importance of regular attendance, and has rigorous systems to monitor pupils' absence and lateness. Whilst attendance is still a problem, it is improving well as parents are coming to terms with the school's expectations.
- 58 Where pupils have special educational needs, the school tracks their progress very thoroughly. Individual targets and pastoral support plans focus very well on the pupils' needs. They are based on detailed assessments of their learning and their personal development. Teachers not only set targets for literacy and numeracy, but also attend to pupils' social development. Targets that relate to pupils' behaviour are having a good effect, so that pupils do not frequently disrupt their class.
- 59 The school assesses pupils with English as an additional language well, and monitors their progress carefully. There are good measures to assess gifted and talented pupils, and these enable the school to provide them with good opportunities to extend their skills, especially in music and sport.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 60 Overall, the effectiveness of the school's partnership with parents is satisfactory. Parents are happy with what the school provides and achieves, and express very positive views of the school. They believe that they are well informed about how their children are getting on and that the school works closely with them.
- 61 There is good communication between the school and parents, with information provided through regular newsletters, parents' meetings and annual reports. However, there are currently no reading or homework diaries to help parents monitor their children's progress. Parents know that they can discuss issues informally with staff and appreciate the openness of the school. The annual pupil reports give parents a clear indication of what pupils know, understand and can do, and the comments on attitudes, behaviour and relationships are particularly helpful. Reports meet all requirements, but the setting of specific targets and strategies for improvement is inconsistent across the school.
- 62 The school makes appropriate efforts to encourage parents to participate in the life of the school. The impact that parents have on the work of the school, and their contribution to children's learning, are both satisfactory and the headteacher believes that the home school agreement has effectively formalised the partnership between parents and the school. Parents help out with reading, the cookery club and with lunchtime supervision. They are also successfully encouraged to attend some assemblies. There is no parent teacher or 'Friends' Association, although the school plans to encourage parents and community representatives to establish such a body in the near future, and that it should recognise the needs of the multicultural nature of the school community.
- 63 The school keeps parents of pupils with special educational needs well informed, and reviews of pupils' progress take their views and those of their children into account. The school works closely with parents when using experts outside the school so that they contribute effectively to the good progress pupils make.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 64 The quality of the leadership and management of the school is of a high order. The headteacher and deputy headteacher ably supported by other members of the senior management team work closely with the chair of governors to provide a clear vision and sense of direction for the work of the school. They are well supported by all staff and by members of the governing body.
- 65 Although the governing body has been in place for less than twelve months, members are playing an increasingly purposeful part in the development of this new school. A number of appropriate governing body committees are in place, and they work effectively and successfully to see that almost all statutory requirements are met. Financial matters are dealt with by the full governing body at present but plans are in hand to appoint a finance committee in the near future. Members of the governing body have visited classes and a process of linking governors to curriculum areas has begun. This gives them a very good insight into the work of the school and helps the governors to make informed decisions about areas for development.
- 66 The school's aims, which are realistic and attainable, are communicated effectively to parents through the school's prospectus, and also through the governors' annual report. The school seeks to create a stable and caring environment in which pupils

work hard, are happy and achieve success. It aims to enable the pupils to follow a broad curriculum which emphasises English, especially reading and comprehension, mathematics and the expressive arts. In addition, the school aims to help its pupils to develop confidence in themselves and in their relationships with others. These main aims are consistently reflected in all of the school's work.

- 67 Although at an early stage of development, the role and work of the curriculum co-ordinators contributes greatly towards the sense of purpose which exists within the school. The good leadership provided by the co-ordinators for English and mathematics is an important factor in the successful implementation of the national strategies for literacy and numeracy throughout the school.
- 68 The school makes good provision for all pupils including those with special educational needs and those from different cultural backgrounds. The governing body works hard to see the requirements of the Code of Practice for special educational needs are met successfully and that the school provides equality of access and opportunity for all of its pupils. The relevant policies are implemented consistently by class teachers and support staff so that pupils are included and involved in all aspects of the statutory curriculum and extra-curricular activities.
- 69 Good procedures are in place for monitoring teaching and the curriculum. The original focus on literacy and numeracy is now broadened to include other subjects through a well-organised system of classroom visits. Criteria for evaluation are shared with class teachers and appropriate feedback is provided together with agreed targets for future evaluation.
- 70 Responsibilities for the co-ordination of subjects and aspects of the curriculum are shared appropriately and defined clearly. Relevant co-ordinators scrutinise medium and short-term planning to check curricular balance and provision in their subjects. These arrangements help to check that appropriate emphasis is placed on the development of literacy and numeracy skills, and are successful in maintaining a broad and relevant curriculum.
- 71 Appropriate consultation procedures culminated in a well-conceived school development plan. Although the targets identified are clear and appropriate, the omission of a section related to raising standards is a significant weakness. Nevertheless, the effective use of the plan to inform spending means that funds are used appropriately to support relevant educational priorities.
- 72 Staff appraisal forms part of the school's performance management strategy. This is set out in a detailed and well organised document and is the result of much recent hard work directed by the deputy headteacher. All staff, including governors, have opportunities to attend relevant in-service training and the local education authority provides much valuable support in this respect. The new governors particularly acknowledge the quality of the courses they have attended recently. The school has an effective system for the induction of newly qualified teachers.

- 73 The school makes very effective use of its funding. Grants for specific purposes and donations from local commerce and industry are used to optimum effect. Funding for the support of pupils with special educational needs is also used appropriately and makes a significant contribution to the pupils' progress and ability to play as full a part as possible in the work of the school.
- 74 The headteacher, senior staff and governors co-operate very effectively to monitor spending and to exert efficient financial control. They are supported well by help from the local education authority's Bursar service, with which the school has entered into a contract.
- 75 The increasing attention given to the monitoring of school performance is a good feature of the work of the governing body. The headteacher and deputy headteacher provide comprehensive information to enable governors and senior management to compare the school's performance with similar schools and against the national picture. As a result, the governors have a good grasp of the school's strengths and areas which might be improved.
- 76 The governors also seek to secure best quality and value when purchasing resources and arranging for work to be completed. They receive valuable support from the highly efficient school administration staff who are very well trained and who use expertly information technology to support financial management.
- 77 The strategic management of all resources is very good. The school has sufficient suitably qualified and experienced teachers to meet the demands of the curriculum for pupils at all stages of their education and all staff are deployed effectively.
- 78 This new school provides its pupils with a very good level of internal accommodation which is spacious, bright and of high quality with plenty of appropriate areas to meet the demands of the curriculum. Although the hard surfaced outdoor play areas are ample in size, the school field is not fit for the purpose for which it was intended. It is too dangerous for the pupils to use since it is covered with small stones, glass and other debris. In addition, the outdoor play areas for the children in the Nursery and Reception classes are inadequate for the needs of the pupils. Those areas, although securely fenced, are unchallenging, with insufficient grass areas and they contain prickly shrubs which are of limited educational value.
- 79 The standards of cleaning and caretaking are of a high order. The quality of the internal environment is considerably enhanced by displays of pupils' work which are of a good standard. They are used imaginatively to celebrate pupils' achievements, support their learning and promote enquiry.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

80 To raise standards further, and secure the health and safety of children, the governing body, headteacher and staff should

1. Provide more to extend higher attaining pupils, particularly in English, mathematics and science by:
 - a planning more activities in lessons which will take these pupils on to the next stage in their learning, and
 - b making more use of their literacy and numeracy talents in all areas of the curriculum.
(paragraphs: 25, 34, 110, 112, 114, 120, 121, 141, 149)
2. Improve the quality of teaching in the junior classes by giving all the teachers the necessary skills and understanding to manage the behaviour of pupils.
(paragraphs: 35,112,129,143)
3. Ensure that the curricular provision in religious education and information and communication technology is planned and taught to include all the required aspects of the subjects.
(paragraphs: 11,152,170,172)
4. Make the playing field safe.
(paragraph: 56)
5. Improve the play area for children in the Nursery and Reception classes.
(paragraph: 78)

Less urgent matters, which the school may want to include in their forward planning are:

- Ensure that the school's commitment to raising standards has a prominent place in its development plan, (paragraph: 71)
- Look for more ways to improve attendance, (paragraph: 31)
- Improve the presentation of pupils' work, (paragraphs: 37,125,126,146)
- Introduce reading diaries for the whole school. (paragraph: 109)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	73

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	29	40	24	2	3	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	37	221
Number of full-time pupils known to be eligible for free school meals	12	155

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	6	75

English as an additional language	No of pupils
Number of pupils with English as an additional language	165

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	126
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.9
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	14	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	10	10	11
	Total	21	21	23
Percentage of pupils at NC level 2 or above	School	70	70	77
	National	84	85	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	13
	Girls	10	10	13
	Total	21	22	26
Percentage of pupils at NC level 2 or above	School	70	73	87
	National	84	88	88

Attainment at the end of Key Stage 2 - No pupils were in Y6 to take the tests in 2000

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	16
Black – African heritage	29
Black – other	8
Indian	14
Pakistani	19
Bangladeshi	79
Chinese	2
White	54
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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)	11
Number of pupils per qualified teacher	20
Average class size	28.7

Education support staff: YR-Y6

Total number of education support staff	11
Total aggregate hours worked per week	281

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	19

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	9.3
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FTE means full-time equivalent.

Financial information

Financial year	2000
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	£
Total income	336,752
Total expenditure	350,395
Expenditure per pupil	1,700
Balance brought forward from previous year	13,766
Balance carried forward to next year	123

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	232
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	1	0	1
My child is making good progress in school.	69	27	3	0	1
Behaviour in the school is good.	68	28	3	1	0
My child gets the right amount of work to do at home.	65	20	9	1	4
The teaching is good.	76	23	0	0	1
I am kept well informed about how my child is getting on.	70	24	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	24	3	0	1
The school expects my child to work hard and achieve his or her best.	78	19	3	0	0
The school works closely with parents.	70	26	3	0	1
The school is well led and managed.	72	23	3	0	3
The school is helping my child become mature and responsible.	74	20	4	0	1
The school provides an interesting range of activities outside lessons.	72	19	5	0	4

Other issues raised by parents

The quality of education is very good. The school has quickly become an important part of the local community.

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

- 81 The attainment of children by the end of their time in the Foundation Stage is in line with national expectations, due to very good provision and very good teaching.
- 82 The attainment of children on entry to the Nursery is below the standard expected for their age and well below in communication, language and literacy. They achieve well, but by the time they enter the Reception classes, they are below the standard expected for their age in communication, language and literacy and in number. Nevertheless, they continue to make very good progress and, with the exception of children with severe special needs, they enter Year 1 with standards that are broadly in line with national expectations.
- 83 Children make very good progress in the Nursery. They are assessed on entry and their progress is monitored throughout the year. Children are formally assessed when they enter the Reception classes and challenging targets are set to help them to reach their potential. Daily assessment is good, and identifies the progress made towards the nationally agreed targets, whilst indicating clear areas for further improvement. In the Reception classes, children continue to make good progress. Children with special educational needs and those for whom English is an additional language make good progress with well-targeted support.
- 84 There are many strategies in place to improve attainment. The new national targets are well established, and the results of regular assessment are used well to guide teachers' planning. Parent/teacher consultations, in the child's home, help new entrants to the school settle quickly. Parents and children are made very welcome to visit the Nursery. Parents are advised on how they can prepare their children for the Nursery and support them during their time there. Children enter the Nursery at the age of three and attend part-time. They attend full-time in the Reception classes.

Personal, social and emotional development

- 85 The attainment of children in personal, social and emotional development is broadly in line with expectations for their age by the end of their time in the Foundation Stage. This represents good progress, and reflects the good teaching in this area. Children settle quickly into the routines of the Nursery and the Reception classes. Their attitudes are good; they enjoy coming to school and show enthusiasm and interest. The calm, welcoming atmosphere helps them to feel confident and secure. The development of their language and communication skills is given a high priority. Children soon learn to listen attentively and speak clearly, and this helps to extend their vocabulary. They play together well in the Nursery, and express and communicate their ideas and feelings through imaginative play. During the week of the inspection, they listened attentively to 'The Planets' by Holst and learnt to recognise some of the instruments. They select and use resources independently, including the use of the computer. They form good relationships with adults and with other children. They learn to dress and undress independently and manage their own personal hygiene.

- 86 Their independence is further encouraged in the Reception classes, where they are encouraged to take on an increasing number of responsibilities. They steadily learn the rules for good behaviour, and soon begin to understand right and wrong and the impact of their actions on others. They have a good respect for the feelings, values and beliefs of others.

Communication, language and literacy

- 87 The attainment of children in communication, language and literacy is broadly in line with expectations for their age by the end of their time in the Foundation Stage, and represents very good progress from their low starting point. The teaching of these skills is very good, and provides many formal and informal opportunities for children to develop their speaking and listening. Following a visiting theatre group's production 'Baby Love' about a new baby in the family, children in the Nursery developed their speaking and listening skills further, and increased their understanding of how people grow. They asked and answered many questions as a teacher currently on maternity leave introduced her baby and bathed her, allowing children to test the bath water and put in the baby oil, under supervision. They watched, fascinated, as she was bathed. Children talk about the weather each day and take turns to note it on the weather chart. All adults are effectively involved in helping children to develop their speaking and listening skills as they interact with the children in indoor and outdoor activities.
- 88 There is a short introduction to the Literacy Framework in the Nursery, which is extended in the Reception classes so that children eventually experience the full hour. This works well; children enjoy listening to stories and are keen to join in. They have a sound knowledge of how a book is organised. They identify the title, read familiar words with reasonable confidence, and make sensible suggestions about how a story might end. The teacher's early development of phonics promotes learning very well, and children in the Nursery are beginning to link sounds to letters confidently. They are making good progress in their ability to retell narratives in the correct sequence, drawing on the language patterns of well-known stories. Many of the children in the Reception classes are confident in identifying initial sounds and short vowel sounds within words. The majority of children recognise and write their own names and are beginning to write simple sentences. They are beginning to use phonic knowledge to write simple, regular words. During a lesson observed during the inspection, they developed speaking and listening skills well as they 'read' the book, 'Let's Pretend' together and answered questions in sentences, both orally and in writing.

Mathematical development

- 89 The attainment of children in mathematical development is broadly in line with expectations for their age by the end of their time in the Foundation Stage. They make good progress. This area is well provided for in the daily numeracy lessons, and in the choice of associated indoor and outdoor activities that are provided. Most children say and use number names to an average standard, both in order and in familiar contexts. They develop their ability well to recognise and order numbers to five and beyond, and count collections of objects accurately. The teaching of skills is good, and provides many opportunities for children to develop their mathematical language. For example, because the teacher had explained clearly what pupils should do, and the language to use, children were soon able to order five scarves by length, using words such as long/short; longer/shorter and longest/shortest. As the teacher shared the book, 'Sizes' with them, children confidently used the words small, smaller, smallest and short, shorter, shortest. In their activities, they talk about, recognise and create simple patterns well with adult support.

- 90 Children in the Reception classes recognise numerals one to nine, and find one more or one less than a numbers up to 10. They count forwards and backwards from zero to 10 confidently, and begin to relate addition to subtraction by combining two groups of objects and then 'taking away' numbers. They are beginning to use the language associated with adding and subtracting, but this takes some time to develop. Activities in the Nursery and Reception classes support mathematical development well. The emphasis is on understanding and using numbers in practical contexts, for example, counting how many children are present. There are books relating to number, games, puzzles, weighing activities and computer programs which help children learn. Pupils thread and count beads, sew patterns on kites, count building blocks and make patterns, thus consolidating their skills.

Knowledge and understanding of the world

- 91 The attainment of children in knowledge and understanding of the world is broadly in line with expectations for their age by the end of their time in the Foundation Stage. They make very good progress because the teaching in this area is particularly good, and provides many stimulating activities. They learn about the layout of the school and the people who work in it. They develop their knowledge of the locality well as they visit the park, playground and local shop and deliver letters locally. Their scientific understanding took a great step forward during the inspection week as they washed various items and hung them out to dry on a line. In conjunction with their work in literacy, using the book, 'The Wind Blew' by Pat Hutchins, they learned much about the planets and the weather, particularly the wind. They carry out role-play activities enthusiastically in 'the laundrette', and learn how the washing machines are used, and how the wind dries clothes. They conduct good investigations on how sounds can be made from a range of materials, and use their new knowledge well to make a set of wind chimes using various threads and materials. They have a good understanding of how the wind blows objects together to make sounds, look at 'sound pictures' of a windy day and recognise sounds associated with the wind. They are beginning to understand floating and sinking, and visit the duck pond, City Farm and the Science Museum to extend their knowledge.
- 92 Pupils in the Reception Class learn much about the people who work in the school, and, in one lesson, made very good progress in their understanding as they listened attentively to the site manager as he talked about his work. They asked sensible questions and listened carefully to his replies. They gain a sound sense of history by studying old toys and objects from the past. In talking about their families, they begin to develop a good sense of time and relationships. They learn much about different cultures and beliefs through stories and assemblies. They are introduced to scientific ideas effectively through studying materials, and deciding on the best materials for keeping cool or warm. They observe and identify many features of the natural world, grow seeds and bulbs and study new growth excitedly. They improve their knowledge through stimulating visits to the East Ham Nature Reserve, Mole Hall Wildlife Park and Woolwich Ferry. They use information technology well to support their work.

Physical development

- 93 The attainment of children in physical development is broadly in line with expectations for their age by the end of their time in the Foundation Stage. The teaching is good, and children make good progress. Children in the Nursery move with confidence, imagination, control and co-ordination. They become increasingly aware of space, of themselves and others. They use the wheeled vehicles in the outdoor play area with good skill, control and awareness of others. During the inspection week, in their outside woodwork session, they made an exciting control panel for their moon rocket play house. On Shrove Tuesday, they made pancakes; they named the ingredients, whisked and poured them and observed adults frying them.
- 94 Children in the Reception classes demonstrate a good awareness of space and others as they develop their ability to throw and catch soft balls and bean-bags. They use a range of small and large equipment with confidence. In physical education lessons in the school hall, they travel around, under, over and through balancing and climbing equipment with good skills. They are beginning to recognise the importance of keeping healthy and the things that contribute to a healthy lifestyle. They have a sound recognition of changes that happen to their bodies when they are active. They handle tools, objects, construction and malleable materials safely and with increasing control.

Creative development

- 95 The attainment of children in creative development is broadly in line with expectations for their age by the end of their time in the Foundation Stage. The teaching is good, and children make good progress. Children in the Nursery explore texture well for effect. They paint interesting portraits of themselves, and make good progress as they work with different media to create textured pictures. They use finger paints effectively to decorate kites. They study the work of Monet and have produced an excellent collage to emulate his work. Their creativity is developed well because they are encouraged to explore and experiment with ideas, materials and activities. They develop confidence as they try out new ideas, with adults working alongside them, talking to them about their work and introducing appropriate vocabulary. They use the computer well to support their creative work. Children in the Reception classes explore colour and texture effectively through a range of resources and sensory experiences, and talk knowledgeably about their observations. Their experiments with different media work well, and many produce good drawings of themselves and others. They use a wide range of different shapes and materials to print with, and talk confidently about similarities, differences and patterns. They experiment with dough, making different shapes, and attain well as they see what happens when they mix colours.
- 96 Children in the Nursery soon begin to recognise and name musical instruments. In a lesson taken by a visiting specialist teacher, they sang little rhymes tunefully and in unison, such as 'Slowly, slowly, moves the snail, leaves behind a silver trail'. They moved well to the accompaniment of the trumpet. They respond very positively to what they hear, and use their imaginations and communicate their ideas effectively through music. Children in the Reception classes explore sounds well, learn to play a steady beat and respond appropriately to musical sounds. They sing familiar nursery rhymes and songs with enthusiasm, tap out repeated rhythms and 'compose' music.

ENGLISH

- 97 The attainment of pupils in the 2000 National Curriculum tests, at the age of seven, was very low in reading in comparison with the national average at Level 2 or above. No pupils achieved the higher level (Level 3). It was below the average for similar schools. It was well below in writing in comparison with the national average at Level 2 or above. No pupils achieved the higher Level 3. It was below the average for similar schools. On the basis of teacher assessments, the attainment of pupils in speaking and listening was below the national average at Level 2 or above. It was well below at Level 3. Boys out performed girls by almost two terms in reading and by a term and a half in writing in 2000. This is being monitored. At the time of the inspection, the difference does not appear to be significant.
- 98 Pupils' attainment on entry to the Nursery is below the standard expected for their age generally, and well below in communication, language and literacy. Nevertheless, they achieve well. Pupils who are now aged seven have not had the advantage of time in the Nursery. Inspection findings show that pupils' attainment is below the standard expected at the age of seven in reading and writing, and close to the standard expected in speaking and listening. This represents an improvement in reading and writing and a substantial improvement in speaking and listening from their low starting point. English is well below the standard expected at the age of eleven. These pupils have been in the school for less than two years. Their achievement is good at both key stages, and all groups of pupils, including gifted and talented pupils, those with special educational needs and English is an additional language, make good progress.
- 99 The National Literacy Strategy is effectively in place and teachers are confident in teaching literacy. The strategies for teaching literacy skills are good, and the structure of the literacy hour is having a very positive impact on standards in English. There is planned progression for the development of speaking and listening skills, reading, phonics, writing, handwriting and spelling throughout the school. Additional help is provided for small groups within all classes during the literacy hour and this is having a positive affect on the raising of standards in all aspects of English. The school's considerable investment in good resources is helping to raise standards.
- 100 Pupils make good progress in their listening skills as they progress through the school. In the shared reading sessions, most pupils are attentive and listen well. They respond well to questions and discussions. In a very productive session on personal and social development, Year 2 pupils contributed very thoughtful sentences based on 'If I had one wish, I would...' They made very good suggestions about helping a child to behave better, and he spontaneously thanked them for their promised help. There are planned opportunities for pupils to listen to music for a short time each day. Pupils' speaking and listening skills are promoted particularly well through drama. On World Book Day, pupils in Year 2 composed and performed a song about fantastic books and read out a reply to a letter that they had sent to their favourite author, Martin Woodell. Pupils for whom English is an additional language are sometimes supported in small groups in literacy if they also have special needs; otherwise, they are carefully integrated with their peers, and this aids their language development. All pupils from Year 2 to Year 6 take part in annual school productions, such as 'The Rats' last summer and 'Scheherezade' this year. They also represented Newham in a performance in the 'Circle of Remembrance' at the Dome, together with pupils from other primary and secondary schools in six London boroughs. These excellent initiatives developed pupils' confidence and self-esteem, and the historical focus extended their knowledge and understanding of the two World Wars. Pupils' learning is enhanced through the use of drama across the curriculum. Year 2, for example, have recently learnt about 'The Great Fire of London' through

drama in their history lessons. In most lessons, teachers place great emphasis on teaching pupils the correct terminology for the subject, thus extending pupils' subject knowledge and general vocabulary.

- 101 Attainment of pupils in reading is below national expectations at the age of seven. This represents good progress since pupils joined the school with standards that were well below the national average, and without having had the benefit of time in the school Nursery. Attainment of pupils in reading is well below national expectations at the age of eleven. These pupils have made good progress during their short time in the school. By the time they are seven, most pupils show an understanding of simple texts and their reading is generally accurate. However, many pupils lack the strategies for reading unfamiliar words and establishing meaning. The use of graded reading books has a positive impact on pupils' learning. By the time they are eleven, pupils respond well to a range of texts in the literacy hour and across the curriculum. They show a sound understanding of significant ideas, themes, events and characters. They are beginning to use inference and deduction. They retrieve and collate information reasonably well from a range of sources. The newly-stocked school library is used well, and pupils appreciate being able to borrow books. This practice is helping to improve standards. The school has used its resources well in purchasing attractive texts for the literacy hour and a range of fiction and non-fiction books for use throughout the school. Pupils' reading has improved as a result of using these modern, attractive and varied resources.
- 102 Pupils read to adults in school, and individual and group reading records are kept. Some parents hear their children read at home, but there is no regular dialogue between the parents and teachers through a home/school reading diary, and this denies pupils the planned daily reading practice they need if their standard of reading is to improve.
- 103 Attainment in writing is below national expectations at the age of seven. The school is gradually improving standards in writing by introducing different forms of writing and improving standards of handwriting, spelling and punctuation through regular practice. The focus of pupils' written work is not always apparent, however. For example, the use of headings to identify the form of writing, such as non-chronological writing is variable. In lessons other than English, teachers often miss the opportunity to develop pupils' writing skills further, and allow too much work that is sloppy. Marking is good, and generally helps pupils to know how they can improve. The presentation of pupils' work is seldom of a high standard, however, and does not always support pupils' progress.
- 104 During the inspection, pupils in Year 1 gathered information about their own experiences and concentrated on writing in sentences and spelling words correctly. Pupils in Year 2 identified rhythm and rhyme, and practised reading aloud with good expression. They consolidate their knowledge of antonyms well through miming games. This approach gains their interest and increases their ability to use the structure of poems as a basis for their own writing. Pupils in Year 3 practise and perform rhymes from Afro-Caribbean cultures as part of their studies on a number of cultures. Pupils in Year 4 learn to appreciate the importance of expressive language through interesting texts such as 'The Invisible Beast'. In one such lesson, they consolidated and extended their work very well by writing a description of how their own family would react if an alien knocked on their door on a Saturday night, for homework. Pupils in Year 5 gain a sound understanding of how to explain their views in their writing. Pupils in Year 6 are developing a sound understanding of, and an ability to construct, effective arguments. One lesson was linked to their work in

geography on the 'big issues' in the world such as the recent earthquake in India. Here, very good teaching and support led to pupils' improved ability to construct a balanced argument. There are many good examples of pupils' work displayed around the school, such as calligrams and shape poems in Year 3, poems about the moon in Year 5 and descriptions of tropical fruits in Year 2.

- 105 The quality of teaching and learning is very good, overall, at both key stages. It was good in two lessons observed in Years 1 and 2 and very good in two lessons. It was very good in four of the six lessons observed in Years 3,4,5 and 6, good in one lesson and satisfactory in another. Teachers' knowledge and understanding of how to teach English is very good, and leads to the very good acquisition of skills, knowledge and understanding on the part of pupils. Teachers teach the basic skills very well and plan very effectively, and, as a result, pupils are inspired to put a very good level of intellectual and creative effort into their work. Teachers' expectations are very high in Years 1 and 2 and high, overall, in Years 3,4, 5 and 6; this has the effect of stimulating and motivating pupils so that they produce their best work. The management of pupils is very good in Years 1 and 2 and good, overall, in Years 3, 4, 5 and 6. All teachers use time and resources very well and they work with their support assistants very effectively. The quality of daily assessment, and its use to inform planning, are very good, and are especially effective when pupils are encouraged to evaluate their own learning. As a result of very good teaching, all pupils including pupils with special educational needs and those for whom English is an additional language make good progress. Higher attaining pupils make sound progress, but they are not always sufficiently challenged to enable them to achieve the high standards of which they are capable. The use of homework to consolidate and extend learning in lesson time is satisfactory. Pupils' good attitudes, and the good relationships throughout the school, are significant factors in the good progress that they are now making. The uncontrolled behaviour of a minority of pupils in the upper part of the school has an adverse effect on their own learning and detracts from that of their peers.
- 106 The curriculum is based on the National Literacy Strategy and is planned to ensure the continuous progress of pupils. The breadth, balance and relevance of the subject curriculum are good. Eighteen selected pupils in Year 6 are taught by two teachers at a Breakfast Club, which takes place on four mornings each week for a period of 45 minutes, commencing at 7.45 a.m. This is working very well, as pupils are taught phonics, spelling, handwriting, grammar, sentence construction and different forms of writing, in an effort to improve their attainment and self-esteem. The curriculum is enriched by drama, music, art, workshops, visits to theatres, visiting drama groups and poets, poetry weeks, book days, links, including information technology links with the Unicorn Theatre, public performances and teaching by visiting professionals. The curriculum makes a very good contribution to pupils' spiritual, moral, social and cultural development. There is equality of access and opportunity for all pupils and the provision for pupils with special educational needs is good. The school is very well supported by the Newham Literacy team. The leadership and management of literacy are good, and are steadily raising standards. The procedures for assessing pupils' attainment, and the monitoring of pupils' performance in English are good. Learning resources are good and are used well. The accommodation, including the library is very good. The structures in place to monitor teaching are good, and lead to the raising of standards. The school's priorities for raising standards in reading and writing are appropriate. The action taken to meet the school's targets is good and new technology is used effectively. There is a shared commitment to improvement in the subject, and it meets the requirements of the National Curriculum.

MATHEMATICS

- 107 The standards achieved in mathematics by pupils aged seven and 11 are broadly in line with those found nationally. Year 6 pupils were not in the school for the national tests in 2000. Only Year 2 pupils sat the tests, having been in the school a very short time, and 77 per cent reached the level expected nationally. This was well below average compared with all schools and below average compared with similar schools. Inspection evidence reveals that, at both key stages, the great majority of the pupils, including those with special educational needs, make good progress in relation to their prior attainment. However, the potentially higher attaining pupils are capable of making even more progress at both key stages.
- 108 By Year 2, pupils have an average knowledge and understanding of the number system. The Year 1 pupils can count with reasonable accuracy and can order numbers to 20 and beyond. Most of the Year 2 pupils can read, write and order numbers to 100. They are beginning to grasp the notion of place value and, through good quality direct teaching, they demonstrate increasing skills using ideas of partitioning to add together large numbers to 100. In response to the good quality of questioning in both year groups the pupils are able to explain the strategies they use when solving basic addition and subtraction problems. Some of the higher attaining pupils quickly see patterns and relationships in number sequences, and describe rules for recognising whether two digit numbers to 100 are odd or even.
- 109 By Year 6, the pupils continue to make good progress in their numeracy work. Most demonstrate a sound understanding of place value. They achieve good levels of accuracy in their calculations, which are generally well organised and set out clearly. The good quality of the teaching using the National Numeracy Strategy format is reflected in the progress which the oldest pupils make in gaining and using their knowledge of the extension of the number system. By Year 6, most of the pupils can use negative numbers quite accurately and they understand the relationship of fractions, decimals and percentages.
- 110 Many of the pupils show good skills in mental calculations because this part of the numeracy work is taught very effectively. Teachers place great importance on the acquisition of correct mathematical language and require pupils to use their growing vocabulary with precision. This helps the pupils to consolidate and extend their learning very effectively.

- 111 Throughout the school the pupils benefit from a variety of activities and practical experiences which support their learning in work related to shape, space and measures. Many of the younger pupils know how to use correct terminology when describing the properties of three and two-dimensional shapes. Older pupils are increasingly confident and proficient using a range of appropriate measures. They read scales with reasonable accuracy in work related to temperature, or when investigating liquid measures down to millilitres. Year 6 pupils have a good knowledge of perimeters, area and volume and know how to use simple formulae when calculating solutions to related problems. The oldest pupils measure angles to the nearest degree, and classify correctly different types of angles. Some of the higher attaining pupils demonstrate a good understanding of co-ordinates. They use this knowledge effectively when translating shapes from the first to the fourth quadrant.
- 112 In the junior classes, pupils are introduced to handling data and make good progress in collecting data, recording their results and interpreting their findings. By Year 6, the pupils have a good understanding of the use of measures of average, and use terms such as mode, median, mean and range appropriately to solve problems.
- 113 The teaching of mathematics makes successful use of the lesson format described in the National Numeracy Strategy. Mental work is lively and is enjoyed by the pupils, who are keen to learn their tables and to show how well they can recall important number facts. Some of the higher attaining Year 6 pupils have particularly quick recall. The pupils' learning is supported very well by the good quality of the questioning, which establishes their level of understanding and probes their thinking. However, in some lessons insufficient opportunities are provided during the final plenary element of lessons to extend pupils' mathematical thinking. There are missed opportunities in this respect, especially in relation to the potentially higher attaining pupils. Nevertheless, staff are successful in helping pupils to develop good attitudes towards mathematics. Lessons are interesting so that the pupils listen attentively, respond well to questions and co-operate productively in group or paired work. In all classes the pupils are well managed and behaved.
- 114 Throughout the school, the quality of teaching is good and successfully promotes the pupils' learning. Lessons are well planned and organised. The effective use of a range of resources provides the pupils with a good level of support. However, in some of the classes too little attention is given to matching the work sufficiently closely to the needs of the higher attaining pupils, and this results in a lack of challenge in the work set and also restricts their progress. In addition, while some attention is given to helping the pupils to use and apply their mathematical skills in relevant contexts, in a number of classes this important aspect of the work is under-emphasised.
- 115 The school makes sound use of information technology to support the pupils' learning in mathematics. In a Year 3 class, for example, pupils used a database to record rainfall over a period of time. With help they were able to design the database with correct fields and to construct graphs from which to interpret their findings measuring accurately in millilitres. In a number of classes appropriate attention is given to the development of the pupils' skills in mathematics through other subjects. For example, in a class of the oldest pupils, they understood how to record science investigations using appropriate graphs as part of their enquiries into stretching elastic. In another lesson, they produced a graph to show the different rates and times taken for substances to dissolve.

- 116 Mathematics is well co-ordinated and monitored, and the content of the work meets the requirements of the National Curriculum. Overall, the subject makes a good contribution to the school's aims. The school takes great care to assess the pupils' progress through appropriate assessment strategies. This is of crucial importance since the pupils have only been in the school for a short time, having come from a number of different schools. Records show that since September 1999, all pupils with the exception of those with special educational needs have improved at least two thirds of a level each year. As a consequence, the school has revised its targets upwards for 2001 and beyond.

SCIENCE

- 117 Analysis of the teachers' assessments for seven year olds in 2000 shows that, compared with all schools, standards were below average in science. Compared with similar schools, however, standards were above average.
- 118 The inspection's findings are that, by Year 2, standards have risen since those assessments, and are now in line with those found nationally. Teachers give pupils lots of opportunities to conduct experiments and nearly all, for example, record the growth of plants in different conditions with average skill. Most pupils name the parts of a plant accurately, and, because teachers let them explore plants around the school grounds, understand that they come in different shapes and sizes. They use sound illustrations to show step-by-step stages of their experiments, but their written work is sketchy, and few predict the outcomes of their investigations. Nearly all pupils display an average knowledge of forces, and show by experimentation how different forces can be seen at work in the classroom. Pupils have a good knowledge of the main parts of the human body, and the effect that healthy and unhealthy foods have on our well being. Pupils have an average understanding of how materials can be classified into groups, and speak with confidence about how different materials have specific uses.
- 119 The standards of Year 6 pupils are below average. They use the resources that they are given for experimental work with average skill, but few have the confidence or skills to devise their own experiments. While pupils are beginning to grasp the idea of a fair test, many are unsure of how to select variables to ensure their test is fair. The teachers provide pupils with a good structure for their experiments, and this ensures that work is ordered effectively. Nevertheless, the quality of pupils' recording is weak, and lacks the depth of writing expected of pupils in Year 6, because teachers do not always insist that pupils' written work in science should be as good as that in English lessons. Pupils describe the functions of important human organs with reasonable skill, and conduct sound experiments to show how photosynthesis takes place in plants. Most pupils use forcemeters well to measure the effect of gravity on objects, and record their findings clearly on a computer program.
- 120 The quality of teaching and learning is satisfactory overall. It is good in the infants and satisfactory in the juniors. Throughout the school, teachers' planning is thorough, and provides a good range of activities for pupils with special educational needs and English as an additional language. As a result, these pupils make good progress. Not enough, however, is planned to extend higher attaining pupils, and few move on to develop the deeper understanding of science of which a few are capable. Teachers have a sound scientific knowledge, and this ensures that pupils learn basic scientific skills systematically from Year 1. Teachers are particularly good at explaining the meaning of scientific terms, and this gives pupils a sound technical vocabulary. Teachers set the scene for the lesson well by informing pupils of the lesson's

objectives, thereby making it easy to assess pupils' progress towards these goals at the end.

- 121 In the infants, teachers manage pupils' behaviour well, and this ensures that lessons move at a fast pace, and pupils make full use of the time available. They ask questions which explore effectively what different groups of pupils know, and this provides a good starting point for the lesson. In one of the best lessons which illustrates the strengths of teaching in the infants, Year 1 pupils were studying plants. The teacher sat them down and explained carefully what they will learn, and her high expectations of their behaviour, and very good strategies, meant that all listened carefully. The teacher then questioned pupils on their knowledge of the parts of plants. Her questions were pitched at different levels so that pupils with special educational needs could answer simple ones about the colour of plants, while pupils of average attainment were expected to name different organs. The practical tasks that followed gave pupils first hand experience of plants, and their work afterwards showed that all had made significant progress.
- 122 In a few of the junior classes, teachers' control of classes is not as good as in the infants. This means that new work takes longer to introduce, and when teachers have to spend time stopping pupils fiddling with equipment, the pace of lessons slows down. In the best managed classes, teachers make a point of rewarding pupils who behave well, and this encourages others to do the same. Teachers hold pupils' interest well in the juniors by providing many practical activities, and allowing them to use interesting equipment. Year 4 pupils, for example, were fascinated by the magnets given to them, and could hardly wait to explore their properties.
- 123 The subject is capably managed by a knowledgeable and competent co-ordinator. She has introduced the scheme of work produced by the Qualifications and Curriculum Authority which provides a good basis for teachers' planning. The co-ordinator has worked alongside some teachers to monitor their work, but has not put in place a systematic system to monitor the quality of pupils' work. There is a good assessment format, which shows clearly how well pupils have progressed through a topic. This is supplemented by useful annotations on teachers' lesson plans, which show which aspects pupils grasped, and which may need to be revisited. The teaching of science meets the requirements of the National Curriculum.

ART AND DESIGN

- 124 Opportunities to observe art being taught during the inspection were limited due to timetabling arrangements, and no lessons were observed. Evidence was obtained from an examination of pupils' work, the policy and scheme of work, long-term and short-term planning, pupils' reports, an examination of resources, photographic evidence, current displays and a discussion with the co-ordinator.
- 125 The attainment of pupils, at the ages of seven and eleven, is above national expectations. Displays show that pupils in Year 1 study self-portraits and produce lively shadow pictures of one another, in conjunction with their study of light in science. Their work is closely linked to literacy. They use batik effectively, for instance, to show 'Rainbow Fish and friends'. Their 'Elmer' paintings and collage of 'Goldilocks and the three bears' are of a high quality. They make good links with information technology, and this develops their skills in both subjects. Pupils successfully control the mouse, and use an art program well to create pictures of 'Goldilocks and the three bears'. Teachers provide many opportunities to mix colours and paint portraits, and pupils do this well. They make attractive pictures using tissue

paper, polystyrene and other materials, in conjunction with their study of materials in science. They study the artist, William Morris and make good attempts to emulate his work. Their exploration of sculpture and shape yields good results as they create three-dimensional forms using a variety of textures. Pupils in Year 2 produce some good work on arts and crafts from around the world. They explore ways of framing images, and investigate and use line, shape, colour and tone to communicate ideas and experiences in different media. They look at local buildings, explore ideas about shape and pattern in buildings and create very effective relief panels based on drawings and other information about buildings. All their work is of a good quality, and demonstrates a clear progression in knowledge, skills and understanding through the key stage.

- 126 Pupils continue their good work in the junior classes. Those in Year 3 collect information about people and use this well to make vivid double portraits. They investigate visual qualities in a mature way, and experiment with painting techniques to communicate their many ideas and experiences. Pupils' investigations of patterns and stencilling techniques are very successful, and enable them to make lively printed patterns. Their study of journeys, and their resulting collage of a journey through a fantasy landscape, show how well they can use art as a thought-provoking medium. Pupils in Year 4 make good links with geography, in constructing a large collage on Brazil. Pupils in Year 5 produce very effective still-life paintings of objects that have meaning for them. Pupils in Year 6 display particularly good skills as they study landscapes and create paintings of the environment, using a wide variety of techniques. They apply colour, pattern and texture to good effect. They are encouraged to evaluate their work and the work of artists, and this leads to good work as they study the pictures of Van Gogh and emulate his techniques.
- 127 The quality of teaching and learning is good at both key stages. It is evident in the quality of displays around the school, which show that pupils' achievement is good. All pupils, including pupils with special educational needs and those for whom English is an additional language, make good progress in their development of knowledge, skills and understanding. Three particularly gifted pupils have been identified, and teachers have high expectations of them; one of them won first prize in the Newham painting competition, and many pupils enter paintings in the 'Newham in Bloom' competition. Teachers' planning, based on guidance from the Qualifications and Curriculum Authority, is good. With the exception of drawing, which is not as strong as the other techniques, pupils' acquisition of knowledge, skills and understanding is good, due to good teaching. Teachers' knowledge and understanding is good, and this shows in the way pupils develop their basic skills. Their planning is good and their expectations are high. Pupils respond with good attitudes and apply creative effort to their work. Good relationships have a positive effect on learning. Teachers, working in partnership with support assistants, use time and resources well and expect pupils' pace of working and productivity to be good. The quality and use of regular assessment is good, and, when pupils are encouraged to evaluate their own work, this accelerates their learning of art.
- 128 The provision for pupils with special educational needs is good, and there is equality of access and opportunity for all pupils. The contribution of the subject to pupils' spiritual, moral, social and cultural development is very good. The curriculum is enriched by visiting artists. With their help, pupils have produced large-scale banners of high quality, which hang in the computer suite. Learning resources are good. They are accessible and are used well. The school's aims and values are reflected in the work in art. The development of teaching through the modelling of lessons by the art and design adviser and by the art co-ordinator is good and leads to the raising of

standards. The school's priorities for raising standards in art are appropriate, and the subject meets the requirements of the National Curriculum.

DESIGN AND TECHNOLOGY

- 129 The standard of pupils' attainment at seven is in line with national expectations. They have developed enough skills and confidence to design and make their own products, although their work rarely entails using tools. Pupils have learnt about designing from taking apart existing cereal packets, for example, before using the flat shape to re-make the box and carry out their own decoration. In doing so they give appropriate consideration to what makes the packet attractive to possible shoppers. This builds on previous work, where they have learnt to make simple 'blow rockets' where they use their mouths to propel cardboard tubes.
- 130 The standard of attainment at eleven is also in line with expectations. As they progress through the juniors, pupils tackle increasingly difficult tasks. For example, they make monster faces which move their features through the use of balloons, and design and make futuristic bedrooms. By the time they are eleven, pupils have learnt to work more independently, often researching commercial products first, as when designing a slipper. They have also learnt to work step-by-step, doing sketches, making plans, and, after making their product, considering how successful they have been. The drawings for their plans vary in quality, but some are very precise and carefully coloured, such as those for the design of a shelter. Pupils' figurines of dancers are very good, with well-proportioned bodies and dramatic movements. Throughout the school, attention to how well products are decorated varies, so that the effort put into making them is not always reflected in the quality of their finish.
- 131 Only two lessons were observed, and it is not possible to make a general judgement about teaching. However, there were good features in one of the lessons. The teacher brought photographs of the stages in making slippers as well as actual products, so that pupils could see how they had been put together. She gave them an exciting opportunity to use e-mail to ask an expert how slippers are made. She ensured that they used the correct vocabulary, such as 'pattern', and 'standard', and insisted that they thought carefully about how they would design and make their own slippers. Pupils with special educational needs benefited by working with others who found it easier to work out reasons for their designs, while those with English as a second language learnt by talking with other pupils in groups.
- 132 The management of the subject is sound, and ensures that the work outlined in the National Curriculum is satisfactorily covered. Pupils learn to use a wide variety of techniques from the beginning, including weaving and sewing. Older pupils develop their understanding of different cultures through tasting and comparing different breads before making their own. Moreover, where it will help learning, teachers modify the programme of activities to meet the needs of their own pupils. For example, in Year 2, designing and making cereal packets provided the opportunity for pupils to consider healthy and unhealthy eating, to compose musical jingles, and to act out their own advertisement. The teacher extended pupils' learning well by encouraging them to consider how people can be persuaded by aggressive marketing of products. Throughout their schooling, pupils benefit from the very good array of resources. Nevertheless, there are few opportunities to make products which 'work' by using resistant materials, such as wood, and motors or other means of propulsion. Pupils rarely use computers in their planning. Furthermore, they do not fully use their literacy and numeracy skills at all the stages from planning to improvement of products.

GEOGRAPHY

- 133 During the inspection, geography lessons were observed in Year 4 and Year 6 but, due to timetabling arrangements, it was not possible to observe any lessons in the lower school. Further evidence was obtained from an examination of pupils' work, the scheme of work, long-term and short-term planning, pupils' reports, resources, photographic evidence, current displays and a discussion with the co-ordinator.
- 134 The attainment of pupils by the age of seven is in line with national expectations. It is above national expectations at the age of eleven. Pupils achieve well at both key stages. All pupils, including pupils with special educational needs and pupils for whom English is an additional language make good progress. Higher attaining pupils make sound progress, but they are not always challenged to reach the higher standards of which they are capable. By the time they are seven, pupils have a sound knowledge of the school, the local environment and the natural world. They make clear plans and maps of the school and their route to school, drawing on knowledge gained from walks around the school, the school grounds and the local area. They conduct sound studies of the local weather, and have an average knowledge of the climate in other parts of the world. Year 1 pupils have a reasonable knowledge of local buildings, including types of houses and St. Mark's Church. Year 2 pupils use maps well to locate other areas of the world. They show average skills as they contrast the position, physical features, weather and way of life of the Scottish island of Struay with Newham.
- 135 Pupils make good progress in the junior classes. Year 3 study weather around the world, and have a good knowledge of conditions beyond their own locality. They investigate the local environment, and have good ideas about what is attractive and unattractive about where they live. Year 4 study village settlements in this country, and attain well as they contrast them with villages like Chembakolli in India or villages in Brazil. Pupils have a good understanding of the moral and social issues associated with pollution, and when challenged in their thinking about possible solutions to the problem, many make thoughtful suggestions about their part in helping to preserve the environment. One suggestion was to provide counselling for teenagers who use graffiti. Pupils in Year 5 carry out a comprehensive study of rivers, including the local stretch of the River Thames. They also survey the local traffic, and engage in good discussions about the changes in land use in the local area. In a very good lesson observed in Year 6, based on 'What's in the news?' pupils in Year 6 used secondary sources very effectively to find out about flooding in Bangladesh. They used and interpreted maps to find out about the physical features of Bangladesh, and listed the effects of the floods. They posed good geographical questions, such as 'How often do floods happen in Bangladesh?' and 'Why do they happen?' They showed good skills as they moved on to compare these floods with the recent ones in Kent and Chile. They followed this up in an information technology lesson in the computer suite, and made very good use of the Internet to locate information about these disasters.
- 136 The quality of teaching is good, overall. It was very good in the lesson observed in Year 6, with the result that pupils' learning within the lesson was very good. Teachers' knowledge and understanding is good and they teach the basic skills well, enabling pupils to develop their knowledge and understanding of geographical facts, and increase their skills in researching for more information. Teachers' planning is good and their high expectations encourage pupils to put intellectual and creative effort into their work. The methods that teachers use are effective in enabling all

pupils, including pupils with special educational needs and those for whom English is an additional language, to make good progress. Higher attaining pupils make sound progress, but are not always challenged in their work. The management of pupils is good, with the result that they generally maintain interest and concentration and take an active part in discussions. However, the challenging behaviour of a minority of pupils in some lessons detracts from learning. Teachers work well with support assistants, and make good use of time and resources. Pupils' productivity and pace of working is good, as a result. The quality and use of daily assessment is good and pupils are encouraged to evaluate their own learning. The use of homework to consolidate and extend the work in the lesson is satisfactory. It was very good in Year 6, where pupils brought to school much information about floods in different parts of the world.

- 137 The curriculum is based on guidance from the Qualifications and Curriculum Authority. The quality and range of learning opportunities are good. The provision for pupils with special educational needs is good, and supports their learning well. There is equality of access and opportunity for all pupils. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development, particularly when they consider the plight of people in parts of the world struck by disasters. Pupils in Year 6 use their literacy skills well in imaginative writing about mountain environments from the point of view of an explorer, but opportunities to develop pupils' writing skills through geography are often missed throughout the school. The leadership and management of geography are good. The procedures for assessing pupils' attainment and progress, although largely informal, are good, and teachers use this information well to plan further work. Learning resources are good, and provide pupils with interesting sources to improve their geographical knowledge. The subject meets the requirements of the National Curriculum.

HISTORY

- 138 Only one lesson was available to be seen during the inspection week. Judgements are made from discussions with the co-ordinator, talking to pupils, the scrutiny of work completed last term and displays around the school.
- 139 Pupil's attainment in history is below the national level of expectations, but they make sound progress overall in the curriculum areas they have covered. By the age of seven, pupils have a basic understanding of how people lived in the past. They know some facts about the invasion of Britain by the Vikings and Romans, but their knowledge of life in Britain at that time, particularly how it compares with life today, is weak. The quality of their writing is unsatisfactory, especially in terms of its presentation and length.
- 140 By Year 6, pupils have an average knowledge of some aspects of the Ancient Egyptian civilisation, and give sound factual accounts of life at that time. Their knowledge of conditions in Victorian times is average, and a few have a good awareness of the hardships suffered by groups of people compared with today, and how life in schools was very different at that time. Pupils' weak literacy skills often hold them back, however, and this limits the benefit they get from studying sources of information from books or the Internet. Pupils recall historical facts well when they hold their interest, and talk animatedly about Egyptian 'mummies'.
- 141 Pupils with special educational needs make sound progress. Teachers use resources well to help them understand the historical facts, giving them sentences to rearrange in the correct order, and pictures to match with sentences. Pupils with

English as an additional language also make sound progress, because teachers focus well on the language of history, going over difficult words until all pupils understand their meaning.

- 142 No overall judgement can be made about the quality of teaching, because only one lesson was seen. The scrutiny of pupils' work and teachers' planning shows that teachers' emphasis on teaching historical facts gives pupils a sound basic knowledge of how people lived in the past, and they use pictures and old photographs effectively to bring the subject to life. This makes learning enjoyable for pupils, and helps them remember historical facts. However, teachers' planning provides too little to extend higher attaining pupils, and they provide too few opportunities for them to engage in independent research as they get older. Consequently, few pupils develop a deep understanding of history, or learn to question the reliability of different historical sources.
- 143 The history curriculum has been slow to develop because of the school's early focus on the development of the national literacy and numeracy strategies. The co-ordinator has reacted positively to these shortcomings, and produced a good action plan focusing on developing a policy statement and building up resources. The requirements of the National Curriculum are met.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 144 Pupils' standards in information and communication technology by Year 2 are average. The opening of the new computer suite, and regular teaching of basic computer skills, are having a good effect on pupils' abilities and confidence, and enable pupils with special educational needs in particular to make good progress with regular practise. Pupils in Year 2 have an average understanding of how to turn on the computer, locate their program and input their text. They use the space bar confidently, and change the case of their letters with average skill. Their work on the Internet is of a good standard, particularly in their research of information for their religious education topic.

- 145 Year 6 pupils' attainment is below average overall, because they are not taught all the required elements of the information and communication technology curriculum. They have average word-processing skills, and change the size and appearance of text with reasonable confidence. As in the infants, a strength of their work lies in their use of the Internet. Here, because teachers are keen to integrate learning about computers with other topics, pupils move easily from one web site to another to gain valuable information about other countries, for example, or famous artists. Teachers make good use of the local community to improve pupils' skills, with Years 3 and 4 pupils working with local theatres and businesses to create their own web site. Year 5 pupils show a good understanding of the potential use of technology in society by using palm-held computers to email their drawings, under the direction of a nearby art gallery. The school has no facilities to monitor changes in materials, and few programs to develop pupils' decision-making skills using simulations or adventure programs.
- 146 The quality of teaching and learning is satisfactory in the infants and juniors. Teachers make good use of the computer suite to introduce new concepts, and give pupils a speedy chance to put their new learning into practice. Sometimes, teachers make their most of the time in the suite by starting lessons in the classroom, reminding pupils of what they have learned so far and preparing them for the lesson ahead. This works well, and means that, as soon as they enter the suite, they can begin working on computers. In this way, one teacher prepared Year 3 pupils in the classroom by recapping on the work done previously on databases in mathematics before extending their skills using computers. As a result, pupils were able to move immediately on to sorting data on computers, and selecting the best type of graph to show their findings.
- 147 In Years 1 and 2, teachers focus appropriately on developing basic skills which ensure that pupils learn quickly how to use the keyboard, mouse and simple menus. This means that pupils have a sound basic understanding of computers, and are ready to make effective use of them to improve their work in other subjects in the juniors. This progression was seen to good effect in a very good Year 6 lesson, where pupils were investigating the recent floods and earthquakes in different parts of the world. The teacher quickly recapped on work done previously on running two programs at once, and then taught pupils how to copy pictures and text they had found. This was done so well, that pupils were soon able to do this for themselves, and all groups finished with their own page of valuable information. Pupils with special educational needs and English as an additional language make good progress because, when working in the suite, they always have the support of the teacher, classroom assistant and other pupils. As a result, as soon as they struggle with a task, or the language involved, they benefit from speedy help. Teachers make effective links with other subjects in the juniors, combining computer work with mathematics when compiling data bases and directing a screen 'Turtle', and recording rainfall levels in different countries in geography.
- 148 The school has made a good start at equipping pupils with the skills necessary to do well in information and communication technology, despite the early problems with the supply of computers. The two co-ordinators work well together, and are steadily raising standards as the school develops its resources. They make effective use of the curriculum and supporting software provided by the Local Education Authority to help teachers plan lessons, and the computer suite is an excellent resource. There is no whole school assessment system, but individual teachers are tracking pupils' progress satisfactorily. There still lacks, however, equipment for pupils to monitor changes in materials, and programs to develop pupils' decision-making skills, and, in

view of these restrictions, the subject does not fully meet the requirements of the National Curriculum.

MUSIC

- 149 During the inspection, one lesson was observed in Year 6 and short sessions of music were observed in other classes. Further evidence was obtained from an examination of the scheme of work, long-term and short-term planning, pupils' reports, resources, photographic evidence, current displays and a discussion with the co-ordinator.
- 150 The attainment of pupils, at the ages of seven and eleven is above national expectations. Pupils in a Year 2 literacy lesson demonstrate above average skills as they select and explore percussion instruments, use sounds to create musical effects and sustain a repeated rhythm to accompany the rhythm of the rap poem, 'Chicken and Chips'. Pupils develop a good awareness of pulse and pitch. They successfully echo a melodic pattern and recognise ascending and descending scales. They recognise changes in dynamics, maintain a simple ostinato, compose music and use sound descriptively and expressively.
- 151 Pupils' attainment is boosted by their involvement in the initiative 'Learning through Music in Action' promoted by the Newham Academy of Music. For a short period, most days, pupils listen to music and comment on how it makes them feel. They sing familiar songs with good expression, complete musical phrases and sing part songs. On one afternoon each week, a specialist teacher takes each class for 15 minutes of lively music, which the children thoroughly enjoy and through which they develop their understanding and skills.
- 152 By Year 6, pupils sing with great enthusiasm and enjoyment. They control dynamics and tempo in their compositions well, and compose lively rhythmic sequences. They clap or play different rhythms, and express dynamics and pitch, to a good standard. They develop a good understanding of notation, changes in pitch, structure, beats in a bar and phrasing. They explore, create, select, combine and organise sounds in musical structures, and use sounds and structures with good expertise to achieve a specific effect. Pupils in Year 6 sing songs, such as 'Mary Ann' and 'Don't build your house on the sandy land' in five parts with clear diction, control of pitch, and a good sense of phrase and musical expression. They express their own ideas and feelings vividly about music. Pupils from Year 2 to Year 6 develop their knowledge, understanding and musical skills very well through participation in annual productions, and last year's 'Rats' production was a huge success. Each week a visiting specialist musician takes each class for a rehearsal. After a vocal warm-up, in which he stressed good posture and breath control, he led pupils in Year 6 through a vigorous rehearsal in which they learned to blend their voices together and to maintain a part. Two soloists sang with confidence and maturity. Pupils show a very good awareness of audience, venue and occasion. All pupils from Years 2 to 6 recently gained valuable experience through participating in a production with other schools in the 'Circle of Remembrance' at the Dome working with professional musicians and directors.
- 153 All pupils, including those with special needs and those for whom English is an additional language, achieve well and make good progress in developing their listening, appraising, composing and performing skills. This is because the school is committed to the development of the Arts, and there is a strong commitment to

developing pupils' musical appreciation and skills. Pupils' attitudes to music are good and lead to good learning.

- 154 The quality of teaching is good at both key stages. It was very good in the lesson observed in Year 6, which was taught by a visiting specialist teacher. In the short daily sessions of 'Learning through Music', teachers demonstrate that their knowledge is good. They teach the basic skills well, enabling pupils to develop their knowledge and understanding and improve their skills. They plan effectively and their high expectations encourage pupils to put creative effort into their work. They use methods that enable all pupils, including pupils with special needs and those for whom English is an additional language, to learn effectively and to make good progress. They use time and resources well and work in partnership with support assistants. Pupils' productivity and pace of working is good, as a result. The quality and use of daily assessment is good, and pupils are encouraged to evaluate their own learning. Homework is sometimes used to further develop pupils' knowledge of musical works and composers.
- 155 The curriculum is based on guidance from the Qualifications and Curriculum Authority. It is currently being adapted to ensure continuity in music teaching and progression in music throughout the school, and the quality and range of learning opportunities are very good. The curriculum is enriched through links with other areas of the curriculum, especially in literacy and drama. Pupils in Year 1 have made good links with design and technology in the designing and making of musical instruments, and, in science through a study of materials and sounds. The school's very good links with the Newham Academy of Music give all pupils access to specialist teaching, and provide opportunities for pupils to learn the clarinet and the recorder. Children are able to participate in music classes at the Newham Academy of Music on a Saturday morning, if they wish to do so. The curriculum makes a very good contribution to pupils' spiritual, moral, social and cultural development. The leadership and management of music are good, and help to maintain high standards throughout the school. Learning resources, including a wide range of multicultural instruments, are good. The school's aims and values are reflected through the school's work in music. The development of teaching, through the example of visiting specialist teachers and contact with professional musicians is good, and leads to the raising of standards. The subject meets the requirements of the National Curriculum.

PHYSICAL EDUCATION

- 156 The standards achieved by pupils aged seven and 11 are generally in line with those expected nationally. The great majority of the pupils, including those with special educational needs, make good progress in relation to their prior attainment.
- 157 Pupils in the infants clearly enjoy games lessons. They acquire and develop increasing skills during throwing and catching activities. This is because the teaching is well planned and the activities chosen build progressively on the pupils' prior learning. The older pupils build effectively on these earlier skills. By Year 6, the range of opportunities to acquire and practise new skills widens appropriately. For example, in a class of the oldest pupils they make good progress learning techniques which they applied successfully dribbling, dodging and pivoting with increasing control and co-ordination. By the end of the lesson they were able to demonstrate newly acquired defensive skills which they used effectively in a small-sided game.
- 158 In gymnastics, the pupils' response to the work reflects the emphasis which the teaching places on aspects of personal safety. They are keen to participate, work

sensibly and are well behaved. In Years 1 and 2, the pupils demonstrate average co-ordination. The good quality of the teaching enables them to develop well-controlled bodily movements because the teachers have the necessary subject expertise to teach them safe and progressively challenging skills during floor work. In the junior classes, pupils sustain various balances using different parts of their body. The good quality of the teaching of gymnastics throughout the school gives much importance to evaluation. This is effective, and makes a significant contribution to the pupils' progress in their learning. For example, in a Year 3 class, this helped the pupils to make real gains in their learning. By the end of the lesson, they were able to sustain well controlled balances, hold their positions and exit smoothly from movements making particularly good progress, planning and performing symmetrical balances in pairs.

- 159 In addition to games and gymnastics, the programme of work, at both key stages, includes dance. In the junior classes, athletic activities and outdoor and adventurous activities also form part of the content of the work. In swimming, the oldest pupils have had too little time in this new school to benefit fully from swimming lessons. As a consequence, school records indicate that less than half of the current Year 6 pupils can swim 25 metres unaided. The school recognises this fact and appropriate plans are in place to improve pupils' skills.
- 160 The quality of teaching is generally good overall, and lessons are planned carefully to provide a wide range of resources. Teachers manage classes effectively, and organise the work well to make the most of the time available. The teaching makes good provision for pupils with special educational needs, and enables all of these pupils to take an active part in lessons. For example, very good support provided by a classroom assistant enabled one pupil to benefit from an individual programme working through set exercises aimed at strengthening leg muscles while others in the class engaged in the main lesson.
- 161 Many of the teachers give much of their own time and expertise to organise a variety of extra-curricular sporting activities which enhance the pupils' physical education skills. For example, during the inspection pupils benefited from the teaching expertise demonstrated during the weekly club for gymnastics.
- 162 The subject is co-ordinated effectively and the content of the work meets the requirements of the National Curriculum.

RELIGIOUS EDUCATION

- 163 Standards of attainment are well below what should be expected of pupils at both seven and eleven, according to the locally agreed syllabus. At the age of seven, pupils cannot identify what a Bible is. They have very little knowledge of facts about Jesus and his teachings, and of what Christians believe. Most pupils do not know why Christmas and Easter are celebrated. They have no knowledge about church furniture and artefacts, or of their significance. A few understand the symbolism of the cross. Pupils are unaware of the purpose of religious buildings, and have little interest in asking questions about religious matters.
- 164 At the age of eleven, few pupils have a secure knowledge about what Christians believe, except that Jesus came back to life. They understand some reasons why Jesus was persecuted, and write some moving accounts in poetry of the Crucifixion. Pupils know neither what happens in a church, nor how the Bible is arranged and what it is about. A little more than a half know why Christmas is celebrated and less

know anything about Easter. Although their work has covered Hinduism and Sikhism, their recall of what they have learnt is negligible. They know a few facts about the religious practices of Islam, but usually it is when they are Muslims themselves. They still have very limited knowledge of Christian church furniture and artefacts, and do not understand religious symbolism, except for that of bread and wine. They ask very few questions and have learnt very little from religion.

- 165 The quality of teaching is unsatisfactory. This judgement is based on lessons, interviews with a high percentage of Years 2 and 6 pupils and a scrutiny of pupils' work. No lessons were seen in classes for five to seven year-olds. The evidence establishes that teaching has not helped pupils to progress in their learning, including those with special needs, or for whom English is a second language. School planning is not providing a pattern of lessons that establishes pupils' knowledge, understanding and interest. Teachers are inconsistent in expecting pupils to record their learning either in pictures or in writing. Consequently, pupils are not using their literacy skills to consolidate what they find out. Where writing has been used, six year-old pupils, for example, have shown that they can give thoughtful detail about Jesus. The three lessons observed for eight to eleven year-olds contained examples of good, satisfactory and poor teaching. Where teaching is good, pupils have the opportunity to discuss what they already know about Jesus, for example. This builds on knowledge gained from previous lessons and prepares them well to learn more about him. By the teacher using appropriate resources, eight year-olds grasp the symbolism of 'the bread of life' and 'the light of the world'. Where teaching is poor, firm management of pupils has not been established, so that pupils do not progress in their learning because of disruptions to lessons.
- 166 The school does not monitor teaching and learning enough. Assessment of pupils' progress is inadequate so that teachers can reconsider their plans. Methods used in covering the curriculum lack imagination, so that the possibilities of drama, music and computer technology, for example, are rarely explored. The school has a good selection of resources, but does not bring enough attention to them with a variety of interesting displays. Nevertheless, it makes good use of its pupils and parents to provide interesting information about Islam, for example, and Eid has been celebrated in a way that draws the community together. In addition, the school has good links with the local Christian church, which are meant to increase pupils' awareness of its purpose. The subject makes a satisfactory contribution to pupils' moral, social and cultural development, but has not raised pupils' awareness of the spiritual aspects of life, so that they do not try to explore its mysteries.